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FEBRUARY, 1930



CALGARY ISSUE

THE SCHOOLMARM

By WALT MASON

Our Own Canadian Rhymster

THE teacher in the country school, expounding lesson, sum and rule, and teaching children how to rise to heights where lasting honor lies, deserves a fat and handsome wage, for she's a triumph of this age.

No better work than her's is done beneath the good old shining sun; she builds the future of the state; she guides the youths who will be great; she gives the child's spirit wings, and points the way to noble things.

And we, who do all things so well, and of our "institute-shuns" yell, reward the teacher with a roll that brings a shudder to her soul. We have our coin done up in crates, and gladly hand it to the states who fuss around in politics and fool us with their time-worn tricks.

In Blankville one common jay will loaf a week, and draw more pay than some tired teacher, toiling near, will ever see in half a year. If I were running this old land, I'd have a lot of state-mum canned; politicians and folks like those, would have to work for board and clothes; I'd put the lid on scores of snaps, and pour into the teachers' laps the wealth that now away is sinned, for words and wigglejaws and wind.

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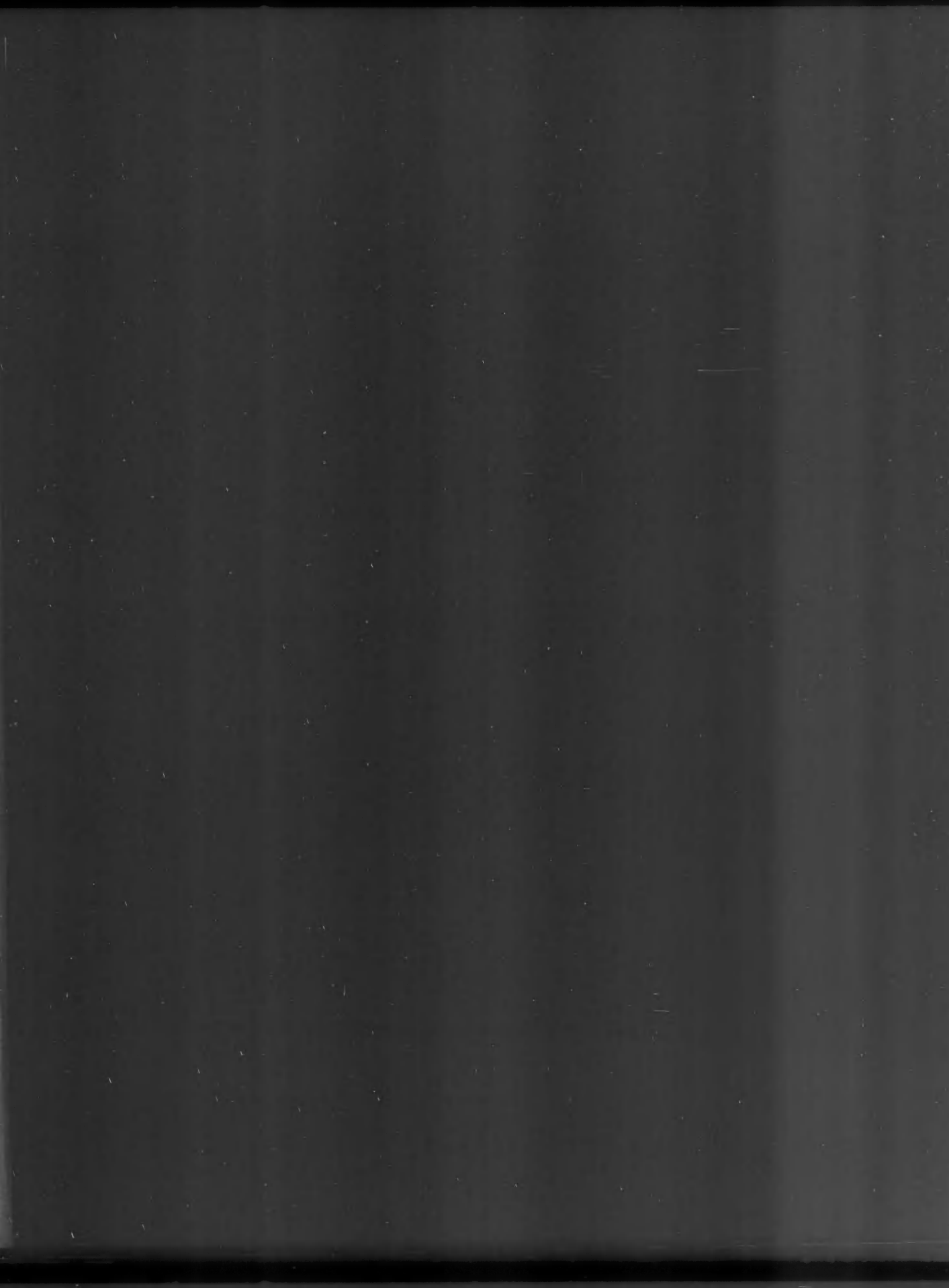
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The A.T.A. Magazine



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VOL. X

EDMONTON, FEBRUARY, 1930

No. 6

This Believing World

E. J. THORLAKSON, B.A., Calgary, Alberta

ABOUT the middle of the last century, Emerson, the philosopher, wrote: "Men have invented coaches and lost the use of their legs." Somewhat earlier in the same century, William Hazlitt, the great English essayist, remarked that science had now gone so far that no further advance was possible; and this before Edison, Pasteur, Rontgen, and Wilbur Wright.

Many amusing stories have come down to us of men's refusal to admit the possibility of scientific advancement, and this conservatism of thought is not limited to small and narrow minds. Napoleon pooh-poohed the idea of lighting London with gas. "What! Burn Air!" he said contemptuously. We have read of the stately and dignified parliamentarians of England solemnly denouncing the locomotive as an abomination spitting flame and smoke over the landscape. And of the representatives of Her Majesty's navy, protesting against the use of steam vessels. "We are willing to be shot, drowned or blown to atoms, but we refuse to be boiled alive!" was the substance of their protest. Then we have the venerable Galileo, hauled before the court and forced to recant his heretical doctrines about the physical universe. Tradition has it that after he had taken back all his teachings he was heard to mutter in his beard: "But the earth goes round the sun just the same."

We have heard of how people at first refused to eat potatoes; not until King Louis ate potatoes in public did Frenchmen dare to eat them. Coal was at first used for paving-stones, and bananas were dumped overboard as rank poison. A congregation in one of the southern States dismissed their minister for making the statement that he had crossed a pond over ice two inches in thickness; that was sheer blasphemy—even Peter had failed when he tried to walk on water. The sphericity of the earth was objected to on the grounds that the Bible says "the wind blew from the four corners of the earth."

Today we indulge in a superior smile at the expense of our forefathers. The pendulum has in fact swung to the other extreme; as far as science is concerned we are ready to believe anything. The superstitions of religion have become the superstitions of science, but human nature remains fundamentally the same. It is only a matter of perspective. We become enslaved, as it were, by the intellectual atmosphere of our times. Whereas a hundred years ago people were ready to denounce as blasphemous the encroachments of science on the laws of God, we consider ourselves "thinkers" today if we

question the very possibility of the laws of God. We speak glibly of "natural law," "cause and effect," "evolution," "behaviorism," "psychoanalysis," and probably give no more thought to them than the average person of the Middle Ages gave to the arguments of the scholastics.

That we are still a "believing world," though our superstitions have taken a different form, is evident from a brief analysis. Fads and cults increase in an ever continuing ratio. Thousands of people believe that "one out of five" has pyorrhea, and that Palm Olive soap preserves that "schoolgirl complexion." Fifteen years ago, everybody had "tonsils," not long afterwards appendicitis became fashionable and no one was really sophisticated who had not had his appendix removed. In the meantime the dentists became jealous and started a great campaign to show the public that "teeth were the root of all evil." Then followed a rushing business in "plates." For a while adenoids were in the spotlight, but their glory was brief for it was discovered that, after all, it was only a matter of diet, and forthwith diets of all imaginable sorts were advertised as cures for all imaginable ills. Various other fads have had their day, flourished for a while and passed into forgetfulness—mudbaths, sunbaths, ultra-violet baths. The commercial press with its mighty magic of the printed word, need only flash its message and thousands will believe it.

No less remarkable is the transference of the old fear of evil spirits to the present fear of germs. Germs are everywhere in waiting, ready to jump at us. Instead of chanting magic formulae, we inject magic serums into our blood. Instead of driving out evil spirits by powerful incantations, we lead them out by suave and softly spoken psychoanalysis; instead of being bled we have blood transfusions.

During the War, and for a long time afterwards, in spite of our science and our scepticism, we managed to collect many atrocious and barbarous beliefs. We believed that Germans were "Huns" capable of all evil; we believed that they boiled their dead soldiers to get glycerine for shells, and innumerable other things too painful to mention. In short, we believed that we were all right and that they were all wrong.

The sum and substance of it all is this: Let the young moderns who believe that because a thing is old it is bad, and because it is new it is good, remember that there are some things in life that are eternal and one of them is our tendency to believe what we are told, without thinking for ourselves.



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Schools in Other Lands

A WORLD TOUR IN TEACHING

ELIZABETH MCCAFFREY
Calgary, Alberta

WHEN I promised to write this article I did not realize that I was given no stated topic other than "something about schools of the other parts." Fortunately I have recalled a sentence often given for various exercises in grammar by a much-loved master of mine: "Innocently to amuse the public in this dream of life is wisdom."

My first "away-from-Canada teaching" was in London, England, but it would not be wisdom for me to attempt a detailed account of the schools of London as so many of our Alberta teachers have experienced the London schools. However, I must say that the teaching of literature and the study of Shakespeare is not equalled any where else that I have visited.

After London schools my next teaching experience was in the schools of Pretoria in the Transvaal in South Africa. The hours in Pretoria schools were: In summer 8 to 1 o'clock mid-day with a half hour recess from 10 to 10:30, and in winter 8:30 to 1:30 with the half hour recess from 10:30 to 11. During this recess the teachers always congregated in the teachers' room for morning tea and a social half hour.

The South African schools are bilingual, English and Afrikaans, and there are the two medium schools. In the English medium schools all the subjects are taught in English, and Afrikaans is taken as a separate subject each day, and in the Dutch medium schools all the subjects are taught in Afrikaans and English is taken as a separate subject each day. The two medium schools had a widely different English accent. South Africa is the only Dominion in the Empire with the compulsory bilingual system, but the schools of most European countries are bilingual and during my stay in Japan I learned that English is taught in the schools there to children after their second year in school. What an advantage for a people as a whole to be able to get the view-point and out-look of another people!

As I have just said the schools of most countries of any importance are bilingual, the children of most of these countries learn English in their primary schools. With us only a very limited number of our people are really bilingual and can read the newspapers and literature of another people and thus foresee or understand the reaction of another nation under certain circumstances. While in the other countries most of the people can foresee and understand our reactions under most circumstances. They know our literature, can read our newspapers and magazines and thus have an advantage over us. Oh, no! I am not advocating crowding another subject on our curriculum. Since my return I have so longed for the magic that would discover an extra two hours somewhere between 9 a.m. and 4 p.m. in which to round off the work attempted.

In South African schools the drill of the boys after reaching grade 4 was taken twice a week by

sergeant-majors from the barracks. The drill of the girls was taken by the women teachers and consisted of drill, folk-dances, etc. Each class had an hour's period off once a week for swimming. The children were taken to the baths where a qualified swimming master taught them.

In South Africa the teachers' salaries were paid by the government and a regular schedule was followed. The salaries were good. Initial salary was one thousand four hundred and seventy-five dollars per annum with experience added on to that at the rate of £12 8s. per annum and experience was recognized. There was a school board but their authority seemed to be more over the buildings, grounds, etc. The appointments were in the hands of the Department of Education and ratified by the school board. The government controlled the pension scheme which was a most satisfactory one.

After wandering a bit in Portuguese East Africa, British East Africa and India I went on to Australia. In India I was pleasantly surprised at the number of schools for girls and the number of Indian women who were doctors, etc. Of course in a land so densely populated and where for centuries the wealthy have been so wealthy, and the poor so poor and submerged, it will take time, mayhap centuries, for this work to make marked noticeable progress.

While for sight-seeing purposes I visited every state in the Commonwealth of Australia, my teaching was confined to Melbourne. The Australian schools are more after the style of the English schools than are the schools of any of the other Overseas Dominions. The Australian school-boy was a prime favorite with me. He was wide-awake, alive, keen. One felt he was always awaiting an opportunity and yet on a day the teacher was off color he would call a truce. He had a fine sense of fair-play and always came up smiling after punishment. I often thought of the couplet: "The harder he's hit, the higher he bounces."

In Melbourne at the time of my stay the classes were very large yet work stopped sharply at four. At five past four every teacher would be out of the building. During the hours of 9 to 4 they worked earnestly, honestly and diligently. They were what they called themselves "Great Grafters." (Grafter is the Australian slang for worker). They have a fine system of promotion and pension controlled and operated by the government. There is an antagonism between the men and women teachers of Australia. The slogan "Equal pay for equal work" is heard on every hand.

The Australian has a wonderful patriotism. The rest of us in the other parts of the Empire are apt to think, "We are a pretty fine people. We have made and are making a fine country of our land." But the Australian thinks it is the land that has made the people. Australia is so wonderful that no burden is too much for such a land; Australia cannot be "downed." Of course to be a "Dinkum Aussie" is the best gift a fairy can bestow.

After leaving Australia I taught two years in New Zealand. While basing the system largely on the English system New Zealand has drawn from various sources for her educational system. Denmark, Germany, United States; and other parts of the Empire have contributed. The school inspector marks the teacher by numbers and the teacher is graded on those numbers and promoted on the grading. They have a good pension scheme and a very strong and united Teachers' Alliance—the strongest I have encountered. They do not waste their energies on matters of little moment but go after the vital things. The teachers' cause is espoused and championed on all occasions. Every complaint is investigated fairly and I think I can safely say all matters of injustice are aired and righted. The teachers were not quite satisfied with the system of marking and grading but were unable to devise a better scheme as yet.

The New Zealand pupils were much more easily disciplined than were the Australian pupils. The New Zealand mother took the duty of training her children seriously and the best-trained children I have ever seen was a family of four little New Zealand girls. At different times I taught three of the four for a year and so I know it was not a veneer for visitors or special occasions.

The whole country is divided into educational districts and one school board has charge of the schools of that whole district. They engage the teachers, pay the salaries and maintain the buildings, etc. The New Zealand criticism of our system was that it was too commercial, the cultural side was not stressed enough, and on the whole the consensus of opinion abroad seems to be that the Canadian child trains the parents and adults instead of being trained by them.

During my two years in New Zealand I visited the South Sea Islands. The Latter Day Saints' Schools seem to be in the majority in the Tongan Group, and judging from one example, are doing a good work. This example was a little Tongan boy from a Latter Day Saints' School on the Island of Haapai. One day he persisted in coming along with us and talking. He annexed himself to me and the general knowledge of this little native boy of about twelve and with clothing so sketchy you looked twice to see if there was any, was equal to that of any white child—possibly above the average. His last question was asking an American millionaire what were the best New York stocks in which to invest. The Australian boy of that age could intelligently tell you how to place a shilling both ways on a horse to win but this was the first boy I had met who was interested in stocks in a foreign land.

There are a few general observations I might make in summing up.

1. More men seem to go into the teaching profession (in public schools) as a life work, in other parts than in Canada; while more men in Canada use teaching as a stepping-stone to other professions or life work.

2. Our curriculum seems more crowded than the curricula of the other lands. Of course in all lands I think we are apt to forget that the day is only so long and that the ordinary child's mind can

grasp only so much of what is presented to it and retain only a certain percentage of what it does grasp.

3. The other "parts" criticized our voices and our accent. Personally I think our accent is quite as pleasant as that of any other but our voices could be improved on the whole. We could learn to modulate them, tone them down and eliminate much of the harshness and shrillness. It would need just a little care and the going after our mistakes, when realized, as does the Australian after his.

4. The other Dominions have evolved a fine pension scheme for their teachers that lessens the worry of the daily routine as the teacher can feel free from the fear of short rations, cold and privation as the "last portion."

Thinking of the pupils of the Empire I feel that if we were all placed in a large sack together and shaken up we would all bob about even. The teachers of all the parts were an earnest body of workers, giving the best that was in them and striving to direct along the right lines. There are times, though, when I wonder if it is possible that the educationist's version is somewhat out of focus. Do we attempt to cover too much and so fail in our real object? Schools are for the purpose of training for the future. We, in the schoolroom, want to train up a people that will make of life what is strongest, best, cleanest. Have we enough time to study the individual needs of our pupils, to give them an ideal of courtesy, of gentleness with strength of character, and to cultivate the happy outlook on life as well as teach properly arithmetic, grammar and other useful subjects? I mention arithmetic and grammar as the two subjects that make the pupil do the most honest hard-thinking, that train most independent thought and self reliance.

And now, fellow teachers, I would ask just one thing. Could we one and all impress on every boy and girl with whom we come in contact, to be especially courteous and considerate of strangers, and to remember that Canada is judged on our merits?

TEACHING IN SOVIET RUSSIA

BY VICTOR HOLM

THE great progress of the educational project of Soviet Russia has been achieved by the united efforts of the teachers and the pupils who are supposed to work side by side as good comrades—and they do it, too. It is recognized as important to learn a trade, certainly, but above and away beyond this (from the Communist's point of view) is the moulding of faithful citizens of the first proletarian state of the world, the making of proletarian altruistic characters of the pupils. The old Czarist regime is reverted to as a time of darkness and ignorance, and teachers are compelled to compare "Czar and Bolshevik" times to the advantage of the latter.

The very interesting question thus presents itself: "Are the teachers reliable Communists or do they merely *seem* to be so?" From personal conversation with many teachers, with several of whom I was in a degree intimately acquainted, I say without

hesitation that most of the teachers are loyal to Communism and work hard to achieve Bolshevistic aims.

The teachers are controlled by the G.P.I., the secret police, and any suspicions about their relations to counter revolution, their membership of "circles," or a couple of words even, uttered in favor of religion or the Czarist regime, results in their being dismissed. The teacher's salary is about one-third what he received before the war (about 80 to 90 roubles a month, if teaching in both 1st and 2nd grade). He has no right to punish a pupil, discipline being upheld by the pupils themselves: one "custas" is appointed who invariably takes very seriously the holding of the order. The "custas" endeavor to make the children ashamed of themselves as "good proletarian citizens." Anyway the relations between teachers and pupils must be considered generally very good. It is held that freedom for pupils will develop character and thus they will soon learn to become responsible citizens. But remember, this means freedom under leadership of the Communists' organizations and freedom to think only along Lenin lines.

Pupils must interest themselves very early in state affairs and it is surprising to find that small children, 12 to 13 years of age, have a wide knowledge of politics. On one occasion I asked some pupils in a Leningrad school if they were interested in the temperance movement. "Not so very much," they answered. "You see," said a girl of fourteen, "I hope I will get married to a man who can afford to give me wine to dinner, twice a week." And a boy of fifteen said: "A man who doesn't drink at all is a bad citizen, because the Government needs its earnings from the liquor business, very bad."

Another thing that makes for cordial relationships between teachers and pupils is the Russian manner of calling one another by the Christian and surname. No "Mister" or "Sir" or any title is used. Both pupils and parents have their own school organizations and, to a certain extent, control the teaching staff. In a school close to the street Naberezhnaya Krasnovo Flata, in Leningrad, was a teacher accused of teaching Christian dogma and children of twelve and thirteen years were the witnesses against him. The children's organization wanted him to be fired. He was fired finally after much disagreement amongst the witnesses and, later, that teacher threw himself under a street car, because he could find no work.

Most of the pupils are members of the "Komsomols," the Red Youth League, and the teachers especially seemed anxious that their own children become members of this organization. Membership of the R.Y.L. is very important to a child in Russia for it gives him a much better chance of obtaining employment when he finishes school. The organization in question exists only for Communist propaganda and has some "circles" for atheism.

"Remember one thing," all the teachers said with whom I made acquaintance in Russia, "we don't teach religion at all." An old teacher said to me when discussing together the problem of religion in Soviet Russia: "Between us, I think that the big difference for Russia is, that the Holy Grove is moved from Jerusalem to the Kremlin in Moscow."

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On the Foremost Question

GLEAMS FROM A FREE LANCE

THE trouble with the Minister's scheme for improving rural education is that it involves loss of control by the rural taxpayers and at the same time makes them the goats for a provincial-wide financial problem which they neither created nor countenanced. I am afraid too many of them come from Missouri to go into transports of delight over the verbal assurances of the Minister as to the benefits they will ultimately receive.

If all school costs were to be paid for out of general revenue, it would seem quite logical for the Provincial Department of Education to appoint superintendents and generally to run the "show." It might not be altogether good for education, but it would seem quite logical. As it is, the Department of Education is contriving to do this under a scheme which makes one lot of rural districts financially responsible for the deficits in those less favored localities where increase in land values does not keep pace with the birthrate. Let us be quite clear. School-age population must be the deciding factor in educational costs, not regional income. The welfare and progress of society demands that all the children of the Province shall receive the highest minimum education that it is possible to give them. The burden or privilege—according to your philosophy—is a social one. The fallacy of the Minister consists in attributing, to one economic group, a responsibility that belongs to all and from the discharge of which all will benefit.

After all, the rural taxpayer has not created the economic conditions under which many districts suffer. The rural taxpayer did not make it possible for large areas of close-in farm lands to be held out of cultivation by land-speculating corporations. The rural taxpayer is not responsible for unwise methods of encouraging immigrants or of scattering them over remote areas of marginal lands into which teachers will only go as a last resort and where inevitably, all things move in the vicious circle traced by low standards and under-privilege. It may be that the provincial government is not altogether re-

sponsible, either, but at any rate, that delightful anachronism, the B.N.A. Act, has named it as the educational foster parent to all those within its jurisdiction.

Two solutions present themselves: (1) A rigidly centralized system such as they have in New Zealand, financed out of one general fund. (2) A devolution of authority to educational areas small enough to satisfy the preference for local rather than bureaucratic control and large enough to justify such expert supervision and special services as will lift rural education out of the slough of despond and make it count in the spiritual and physical lives of the farm children. Such devolution in order to keep faith with our social trust must be accompanied by an adequate system of equalizing grants out of provincial funds.

I am not in favor of a rigidly centralized system at this time. The people are not either ready or willing for it; and without their approval and co-operation it would be a failure. It would involve a break in the relation already established between the community and the school, which in many districts—notably in the large centres—has been fruitful of splendid results.

With regard to the second solution, the crux of the whole matter lies in the designation of the educational area. It is evident that the inclusion of 150 rural districts in each division makes any real local control very difficult. It would be physically impossible for a divisional director to gather up and voice the troubles and suggestions of his constituents in the way these can be voiced in a city or town district. In other words, the directing body would be far enough away to incur the criticisms against bureaucratic control and close enough to excite local jealousies and sectional differences amongst the directors. It constitutes neither centralization nor real devolution of authority.

There is an old proverb that says: "If the mountain won't come to Mahomet, Mahomet must go to the mountain." In my next article I shall try to suggest how far Mahomet should go and what he should take in his hands.—*Alberta Labor News.*

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A FRAIL form, a quiet retiring figure, inconspicuous in appearance, one would pass her by unnoticed, yet the mind that dwells within that physical frame and shines out through the deep-set eyes, has attracted the attention of the world. In those slender fingers lies the magic touch that sets free the hidden powers that nature has concealed in unsuspected places.

Warsaw was her birthplace, her father a teacher of physics and chemistry in a Lyceum and her mother director of one of the best schools for young girls in that city. Grandparents on both sides were small landed proprietors in Poland. In 1876 her mother died leaving Prof. Sklodowska with four children, of whom Marie, a child of nine years, was the youngest. As was to be expected the motherless children spent their vacation periods with their grandparents in the country, where early associations fostered a taste for and love of the out of doors, and an interest in the birds, the flowers and all things of nature.

Marie was fortunate in a father who combined the zeal and devotion of the teacher of science with the imaginative mind of the poet; so she learned to look on the laboratory where he labored as the dwelling place of sprites and fairies which he endeavored to set free to bring health and happiness to the children of the world. Marie loved to handle the test tubes and retorts and the fumes of the laboratory seemed her native air. Literature and poetry, too, had a prominent place in the home of this Polish family. Prof. Sklodowska stored the minds of his children with the masterpieces of Polish prose and poetry. The father, himself indulged in poetic productions, and his daughter says, "His little poems on family events were our delight."

At sixteen Marie graduated from the Lyceum in Warsaw. The family income being meagre she now secured a position as governess in the home of a Russian nobleman. She was quite happy there. The oldest daughter near her own age was companionable. They jointly opened a little school in the village, where they spent spare hours teaching children otherwise denied instruction. Her life as a governess lasted four or five years, followed by a year with her father, who, meantime, had retired and was doing literary work, and his daughter, an earnest student, spent much time in private study. She was fortunate in having at this time access to a laboratory where she tried out various experiments described in treatises on physics and chemistry. She also belonged at this time to a study group whose purpose was not self-improvement alone, but whose program provided evening courses for peasants and workmen. Such educational effort was carried on in secret, the Russian government being extremely repressive of Polish liberty, and, of course, such activities incurred considerable risk; but love of service seemed to permeate the very fibre of the being of this young Polish girl.

There was now another passion stirring within her; to know, to study, to learn the secrets of science! Go to some great foreign university she must! And in this high resolve her father encouraged her. So to Paris she went and found a modest little room where she spent four years of student life. It was in a garret, up six flights of stairs, to which she, herself, carried the little coal she used. She writes, "Undistracted by any outside occupation, I was entirely absorbed in the joy of learning and understanding. . . . All that I saw and learned that was new, delighted me. It was like a new world opened to me, the world of science which I was at last permitted to know in all liberty."

In 1893 she graduated with first rank in physical science, and the year following won honors in mathematics. In 1894 she first met Pierre Curie, whom she describes as "a tall young man, with auburn hair and large limpid eyes, a grave and gentle expression of face and a certain abandon of attitude suggesting the dreamer absorbed in his own reflections." They soon became good friends. He described to her his days filled with work and his dream of a life devoted to science—and ere many months had elapsed he asked her to share that dream with him. Not long afterwards Marie entered one of the physics laboratories at the Sorbonne. Thus their work drew them closer together; and in July, 1895, they were married.

It was the union of two souls bent on high purpose, finding comradeship and joy in pursuit of that purpose. They shared an unshakable faith in science and in its power to further the general good of humanity. "I believe invincibly," said Pierre Curie, "that science and peace shall triumph over ignorance and war."

In their home the chief attraction was the view of a garden. "We ordered our time," she says, "to suit our scientific life and our days were spent in the laboratory, where I worked with my husband." Holidays meant a walk into the country, or cycling along the sea or into the mountains, always in the great open spaces, in which each took exquisite delight.

Marie Sklodowska, now Madame Curie, was intensely interested in the discovery of radio-activity. She undertook to explore the source of this energy constantly given off by uranium compounds. Her investigations led to the belief in a new chemical element. To find this element she now bent every energy, and in this search her husband joined her, with the result that in 1898 the Curies announced the discovery of two new radioactive elements, polonium and radium. To demonstrate their existence to the satisfaction of chemists it was necessary to isolate them, and to this task they set themselves. With the crudest of quarters and most meagre of equipment they worked and achieved. "We were happy in spite of the difficult conditions under which we worked," she writes. "We lived in a preoccupation as complete as that of a dream. Our precious products for which we had no shelter

were arranged on tables and boards. From all sides we could see their slightly luminous silhouettes; and these gleamings which seemed suspended in the darkness, stirred us with ever new emotion and contentment. It was in this miserable shed that we passed the best and happiest years of our life, devoting our entire days to our work."

In 1902 Madam Curie succeeded in preparing a decigramme of chloride of pure radium. Through her investigations the chemical individuality of radium was satisfactorily established and her doctor's thesis based on these investigations was completed the year following. In 1903 the Nobel prize was awarded jointly Madam and Pierre Curie and Henri Becquerel for their great contribution to the world of science.

Of her work as a mother I forbear to write. Suffice it to say that in the home harmony reigned, and her little daughters lacked nothing of a mother's devotion. She speaks of the sudden death of her husband in 1906 as the profound crisis in her life, and in the scientific circles especially it was regarded as a national misfortune. Madam Curie was appointed almost immediately to the professorship of physics at Sorbonne which her husband had held for a period of eighteen months previous to his death. Notwithstanding the duties pertaining to this important position she was able to continue her research work.

A result of outstanding importance following the discovery of radium was the opening of a new branch of medical science, radiotherapy. In connection therewith an international commission of scientific men was formed. They agreed to take as a base an international standard formed of a carefully weighed quantity of pure radium salt. This standard Madam Curie was appointed to prepare. In 1911 she accomplished this task. The same year a most signal honor was bestowed on this queen in this world of science. She was a second time the recipient of the Nobel prize in recognition of her discovery of new elements and the preparation of pure radium. The following year saw the creation of an institute of radium in Paris, to be devoted to the analysis of the physical and chemical properties of radioactive elements, and to their medical application.

With 1914 and the war, the military hospitals in France became the scene of Madame Curie's activities. She established stations of radiology; equipped from her laboratory a number of radiologic cars for the transport of complete radiological apparatus, which could come at the call of any hospital around Paris. Through her influence a department of radiology was opened up in 1916 in nurses' training schools.

Madam Curie in 1921 was the guest of American women who collected more than \$100,000 for the purchase of a gramme of pure radium, and which was presented her by the president of the nation. But of all the gifts and honors that this great genius has won, none give the pure joy, nor the satisfaction than the realization that her discovery has become a "benefit to mankind through its efficient action against human suffering and terrible disease." This "was a splendid reward for our years of hard toil." It was the fulfilment of the early dream of these rare spirits. "Our dream

for humanity, our dream for science." There were no patents. "We were working in the interest of science. Radium is not to enrich anyone. Radium is an element, it belongs to all the people." And again on receiving the gift from the American women, she says, "It is not for me, it is for science; this radium must be consecrated for all time to the use of science." And she took promptly legal measures to ensure that it be for the Institute of Radium of Paris for the exclusive use in the Labatoire Curie.

Their labor, with its amazing products, the Curies dedicated to the service of mankind. On the altar of humanity they offered their gifts. As the All Father makes his sun to shine on all the children of men, so Madame and Pierre Curie broadcast the secret of science which their genius unrolled, that its blessings might include within its radius the whole human family. So I consider Madame Curie doubly crowned: first, in the domain of science she is a regnant power and second, in the realm of the spirit she is a real queen.

CLASSROOM HUMOUR AS CALGARY SEES IT

IT was the first day of a new term and Mrs. Blank had brought her eldest to school. She handed in his birth certificate, answered the questions asked on the registration card, hung her son's cap on its appointed hook, and then stood watching a number of other women do similar things for their children.

As the bell rang for nine o'clock, Mrs. Blank reluctantly prepared to leave. At the door she paused for a last look. "Oh God help him!" she exclaimed in anguish, "I hate to leave him."

* * *

A teacher in one of Alberta's rural schools was reading to her class on Friday afternoons part of Helen Keller's story of her life. On a certain Friday, there occurred in the reading, a passage describing Miss Keller's difficulty in understanding the division of the earth into zones. She says, "It confused and teased my mind. The illustrative strings and the orange stick representing the poles seemed so real that even to this day the mere mention of temperate zone suggests a series of twine circles; and I believe that if anyone should set about it, he could convince me that white bears actually climb the North Pole."

The story came in very pat as a lesson on imaginary lines, etc., had been taught that week, so the older girls and boys, of whom there were quite a number in the class, were much amused. But the heartiest laughter came from a small grade 3 boy in the front seat.

"Can white bears climb the North Pole, John?" the teacher asked him.

"Oh no, Miss Smith," said John decidedly.

Charmed to see that her lesson had had results even beyond the class to whom it had been taught, Miss Smith said to herself "After all, there are advantages in an ungraded school."

To John she said with a very pleased smile: "And why not, John?"

"Oh," said John, "it's far too high!"

The class had been told to "Find out about King Solomon," about whom they evidently had never heard. Next morning little Tom reported: "I asked my dad, and he says he ain't been king as far back as he remembers."

* * *

Here are a few of the answers that sometimes brighten the dreary reading of papers:

"The heart is an organ that squirts blood all over the body."

"The fogs on the banks of Newfoundland are caused by the cold air from Canada meeting the hot air from the United States."

"People go to Africa to hunt rhinostiches."

"In India a man in one cask must not marry a woman in another cask."

"An oasis is a place where one can get a drink."

* * *

A little neighbor, five years of age, often has to look after his baby brother. The other day he went in to his mother with the query, "Mother, who minded the first baby?"

* * *

The children of our Primary rooms were learning carols just before Christmas. The chorus of one was repeated, "Noel, Noel!" One little boy came up to the teacher's desk and said, "Miss—, my mother says there is a hell."

* * *

One morning as a new supply teacher was nearing the door, she heard a small boy say, "Here comes a teacher now." "No," said the other, "that isn't a teacher—that's a lady."

* * *

Miss Brown had an appointment with the dentist at half-past four one bitterly cold evening, and was hurrying away from school. But she saw a small boy with his muffler very sketchily arranged about his neck, and paused in her flight to call, "Come here, Jimmie, till I fix your muffler for you."

Jimmie came, and being a friendly soul he remarked as Miss Brown busied herself with the muffler, "My mother seen you last night."

"Saw, Jimmie, saw," corrected Miss Brown mechanically. "Yes, I was down on the street car with your mother last night."

"Saw—," agreed Jimmie obediently, from the folds of the muffler. "She said you was away older lookin' than the last time she seen you."

"Out of the mouths of babes and sucklings," murmured Miss Brown as she pinned the muffler and ran for the car.

* * *

When a certain city in Ontario promoted pupils by means of formal examinations for all classes from "First Book" up, a second class had this question:

"Name three races of mankind, and tell some characteristics of each."

Among many funny answers were these:

"Three races of mankind are egg race, three-legged race, and fifty yards dash."

"Three races of mankind are Catholics, Baptists, Scotch. Catholics are relijus people—though Scotch are good fighters."



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Our school yard is unfenced and we are very much bothered with dogs on the grounds. We told the children that the police would take their dogs away and shoot them.

One little girl (the daughter of a policeman) came to me in great distress one morning and said her dog wouldn't go home. Then she added, "They wouldn't shoot a policeman's dog, would they?"

* * *

Why is O the noisiest vowel?

Because it is always in commotion and all the other vowels are in audible.

* * *

The old Scotch joke—The teacher asked for examples of kindness shown to others. One little girl said, "I nearly get 5 cents every week."

Another Scotsman—The teacher was asking for words that rhymed, such as each, peach, teach, etc. Then she asked the children to use them in a sentence. One child gave, "Does your back each?"

* * *

One of the children had heard her mother speak of sub-normal people. So when she had a Normal student as teacher one day she went home and informed her mother that she had had a sub-normal teacher that morning.

* * *

Why is a lecturer like a shoe-black?

Because he polishes people's understandings.

* * *

Why is an author more at liberty than a king?

Because he can choose his own subjects.

Carcassonne

FLORENCE S. TODD, B.A.
Calgary, Alberta

THROUGH the green vineyards of the plain of Lauguedoc we went, and finally appearing like a mirage at the end of a long straight white road, bordered with great plane trees, we saw the tall towers of Carcassonne agleam in the sunset. One felt that surely we should have gone the last few miles as a gay cavalcade, on chargers, or at least on white palfreys with silver bells on their saddle-cloths, ourselves accoutred as knights in gold-embossed armour with pennons flying from lances, or as ladies in tall "Lennins" with flowing mantles of crimson and violet and hooded hawk on wrist. Thus should we ride up to the Porte Narkonnaise, and parley with the Seeschal before crossing the drawbridge and entering, through the great gate, the narrow, winding, cobbled streets of the old walled town. Instead, it being, alas, the twentieth century, we arrived comfortably if not picturesquely on balloon tires before the gate of Carcassonne, the city of the Romans, the Visigoths, the Saracens, the Franks, and the city, too, of Viollet-le-Duc, the great French architect, who in the nineteenth century fell in love with Carcassonne and made the restoration of the city to her mediaeval perfection the crowning achievement of his career. So that now Carcassonne, the hill-fortress of a legendary Dawe Carcas, who in the Dark Ages defended it against barbarian and heathen invaders, still stands upon her hill, the only perfect example left in Europe of a mediaeval walled city with moat, drawbridges, portcullis, inner and outer fortifications, watch-towers and places where the molten lead could be conveniently poured upon the heads of a scaling party attempting to climb the walls. Inside the walls, the old houses cluster close together with their tiny gardens, around the chateau, the cathedral and the bishop's palace. For a further touch of high romance to stir the imagination Carcassonne holds a secret treasure, the treasure of the old Visigoths, which, according to tradition, lies, still hidden, at the bottom of the great well, where the Visigoths fleeing before some still more barbarous invader sank their treasure in a great iron chest. The well is still there, at any rate, in the little cobbled square

of the city, and the idle tourist may gaze down into its dark depths to see if by chance he might catch the gleam of some golden goblet that once Alaric looted from Rome.

Carcassonne is indeed a place for dreaming dreams and seeing visions, whether one listens to the tinkle of the old fountain, among the cypresses of the little garden behind the bishop's palace and sips "blanquette," the sparkling white wine of the country (for the ancient bishop's palace has fallen upon commercial days and is now the "Hotel de la Cite"), or whether one prefers to walk upon the walls in the little paths worn by the sentry-go of a thousand years and gaze out through the arrow-slit openings towards the south, looking for the Saracens, or towards the north for Visigoth or Frank. Perhaps one may be energetic enough to make a complete tour of walls and ramparts, with all their towers—the square tower of the bishop, the constable's tower, the tower of Queen Blanche, and all the other towers great and small; and one may learn to distinguish, by their fine points of difference, the masonry of the various builders who, in the last fifteen centuries, built Carcassonne. The veriest novice could make no mistake about the Roman parts, for where the Roman set his hand to stone and mortar he left a piece of masonry that speaks today as plainly as it did when it was first built of the power and might and glory of "Roma Aeterna."

The Carcassonnians hold that the foundations of their city were laid in the days of Julius Caesar, but whether this claim be true or not, the city certainly goes back to the early years of the Christian era and Carcassonne was one of the chief towns in the important and wealthy province of Transalpine Gaul, when it was captured by the Goths in their descent upon Rome. The Visigothic and Frankish masonry, though of a construction less massive and workmanlike than the Roman, has nevertheless endured the sieges and the daily wear and tear of the last thirteen centuries or so, fairly well. The eighteenth and nineteenth centuries were the period of decay, when the ambitious citizens of the new Carcassonne below the hill helped themselves from time to time to good

blocks of building stone from the turrets of the old city. But in spite of the pilfering of man and the slower but more deadly pilfering of nature, old Carcassonne didn't need so very much patching at the hands of Viollet-le-Duc to restore her to completeness. The new blocks of last century can be easily distinguished from the old masonry because of their lighter color and it is only here and there in the coping or at an angle of a tower that we can see many "patches." In the main, Carcassonne stands now just as it stood when Francis I made his great royal progress through Languedoc and Provence and there was much jousting and feasting and ballad-singing in his strong and fair city of Carcassonne.

Of course it is at twilight or, better still, in the magic of moonlight, that Carcassonne steps forth from its centuries and comes alive again. Fortunately the moon was at the full when we were in Carcassonne, so after dinner we hired an ancient open carriage, drawn by a pair of equally ancient steeds and driven by a contemporary driver, and set out to drive about the narrow streets and around the walls to get our final picture of the old city with its walls and towers gleaming silvery in the moonlight like the fairy-tale city it is. We hired the vehicle and its driver by the hour but we had failed to find out when the moon would rise, and so we drove around for an hour with never a gleam of moonlight above the horizon.

The driver brought us back to our hotel according to agreement, but our thirst for moonlight was still unsatisfied and we hired him and his vehicle for another hour. At the end of the second hour, the moon was up but still not high enough to pour a flood of silver on the black silhouette of the battlements and towers, so we told the driver that we wanted still more moonlight and would like to retain his services for yet another hour. The driver's face plainly showed his opinion of the four quite mad tourists who at their age, and moreover, in the unromantic proportion of three women to one man, should want to be galivanting around at that hour, long past his own bed-time, and for nothing more than to look at the moonlight on old walls and crooked streets. His natural thrift, however, led him to keep these thoughts to himself, and start on his third hour (at a higher rate—after all one must pay for folly), and by that time the moon rode high in the heavens and we had our picture of Carcassonne, etched in silver and black against a sapphire sky.

On the way back to the hotel, the driver took pity on us, and decided that, if we were so "hell-bent" on seeing things, he would show us something worth seeing, something to tell about at home, and so he insisted on driving us blocks out of our way into the new town, to point with the just pride of a taxpayer to Carcassonne's latest civic improvement, an amusement park near the railway station, where they had not only a merry-go-round and a dance hall, but also, bright with pink and gold paint, a new movie theatre playing at the moment a diverting comedy featuring one, Charlie Chaplin. Not until we had seen these signs of progress, said our driver, with a flourish, should we imagine to ourselves that we had seen the real Carcassonne!

Bon Voyage!



MARGARET B. TIER

(Ex-member of Provincial Executive)

IT was with deepest regret that the Calgary Public School Local learned of the resignation of Margaret B. Tier from the Calgary staff. She had served the Board, and through the Board, the City, since September, 1907.

We who feel rather keenly that the choice of teaching as a profession needs not to be apologized for, count ourselves distinctly fortunate in having had Miss Tier with us so long.

In the Public School room; in the Sunday school room; in Executive Councils of the Alliance, local and provincial; of the Church Missionary Societies, local and provincial; her clarity of vision, her sound judgment, her stability of character, her sturdy common sense, combined to make of her an inspiration, and tower of strength to scholars and colleagues.

The Calgary locals will ever remember how in the early days of our organization, Miss Tier was foremost amongst those of untiring effort, self-sacrifice, devotion, and ripe judgment, who piloted us through our early struggles, difficulties and pitfalls.

But to those of us who enjoy the personal friendship of Miss Tier, is revealed the *woman* more than the teacher or the organizer. Unbiased (well, of course, we admit she *is* of Scotch descent, Presbyterian and Liberal), kindly, humorous, vital, she enriches the lives of all those with whom she comes in contact. We yield her reluctantly to Ontario; and eastward through the Provinces, wave her *bon voyage*.

"ALBERTA SCHOOL WEEK"

Report on "Alberta School Week" will appear in the next issue.

The First English Summer School

ELLA MURRAY, Calgary

MAJOR FRED NEY, vice-president and honorary organizer of the Overseas Education League, conceived the idea of a summer school for teachers, to be held in England. Not a school with hours of study attached to it; his idea was, rather, to give Canadian teachers a chance to absorb the atmosphere of such places as Oxford, Stratford, and London.

This plan was carried out in the summer of 1929 and proved a great success; so much so that Major Ney is now planning a "Summer School in Art" and a "Summer School in Music" to replace his usual "Summer tours for teachers."

The summer school opened at Oxford on July 9th with about thirty-five in attendance. We were delightfully quartered in Lady Margaret Hall, one of the women's residences, a modern building, with spacious and beautiful grounds, tennis courts and gardens extending to the banks of the Cherwell river.

The Cherwell was a popular resort for punting and, in certain parts, for swimming; week-ends it was so full of punts that they were continually bumping each other. It is a charming little winding river with beautiful trees overhanging its banks and grassy meadows on each side.

Our studies were not at all strenuous; usually in the morning we had an interesting lecture lasting an hour; in the afternoon we visited the various colleges with specially provided guides; always tea somewhere—as a rule we were guests at private homes, in groups of four, six or more. One afternoon, twelve of us arrived at a home, when only four were expected, and, it was the cook's day out. This was the only time such a mistake occurred; our secretary, though young, was quite efficient and really arranged our social engagements with apparent ease.

Sir Henry Newbolt lunched with us the day after our arrival in Oxford, made a nice little speech and later accompanied us on a visit to Corpus Christi College, his *alma mater*. He proved an excellent guide, told us interesting bits of history about the college and showed us the beautiful library and other rooms usually locked to the public.

The same evening Rev. Mr. Salter, a fellow of Magdalen College, gave us a talk on "Oxford, Historical and Architectural"; an interesting introduction to our visit.

The following day Mr. Ernest Raymond opened his series with a lecture on poetry, the substance being taken from his book "Through Literature to Life." He said the English are too lazy to read poetry, that "poetry intensifies our awareness of things." His second lecture was on "Suggestions for Reading," and the third one took the form of a reading of his play, "The Berg," which is a story of the Titanic disaster.

Two members of the Ginner-Marver School of Dramatic Art (London) were with us at Oxford; they conducted reading groups and were ready to help solve teaching problems and offer suggestions to teachers of English.

The curator of the Ashmolean Museum gave us a lecture on "The White Horse," the "Blowing Stone," and the "Fortified Camp at Uffington," and the following day we had an all day picnic and visited these places. The fortified camp is an old Roman camp, high above the chalky hillside where the White Horse is carved out. It was a long, hard climb to the White Horse, and much longer to the huge plateau higher up, but it was worth the climb. There were the earth works, and ditch, thrown up around the plateau, so many hundred years before, and such a wide expanse of country spread itself beneath us.

The White Horse was difficult to recognize at close range, but at a distance, we were told, it was very life like.

We returned by way of Kelmsford, where we had tea at the stock farm of Mr. and Mrs. Elliott Hobbs. Mrs. Hobbs was in Alberta recently with the Morris Folk Dancers. Miss Morris, a daughter of the late Wm. Morris, the poet and artist, had tea with us and told a little about her father. Her home in the village to which she kindly took us is really a museum, filled with furniture and tapestries designed by her father, treasures collected by him, and gifts from his artist friends.

Our next lecture was given by Rt. Hon. H. A. L. Fisher, well known in educational circles. It was a hot night and Mr. Fisher begged leave to sit, while he talked to us. Indeed, most of our lectures were of such an informal nature.

Her Grace the Duchess of Atholl gave us a clear and concise outline of the history of education in Scotland and England and Miss Hadon, the head of women's institutes, gave a most interesting talk on what the rural women of England are doing through this big organization which calls itself a daughter of the W.I. of Canada.

The course closed with a delightful lecture by Sir Barry Jackson on the theatre.

Stratford-on-Avon came next, and there, Mr. Bridges Adams, Director of the Stratford Players, gave us interesting talks each morning about the play being staged in the evening. We attended every evening performance at the theatre and several matinees as well—a real Shakespearean feast. Mr. Adams liked to draw out our opinions of the players and of the staging and setting of the play.

Stratford was quaint, quiet, and very interesting.

From Stratford, we went to London, where Mr. Allan Walker took us in charge. He gave us several illustrated lectures; one on "Old English Cathedrals," another on "London and How to See It," and a third on "Great English Cities."

As Mr. Walker is an authority and author on architecture, we obtained rather an intensive yet most enjoyable course in architecture while in London. Mr. Walker is an energetic guide who knows his London. He took us to the Tower, where he is the official lecturer, and to Westminster Abbey, Lambeth Palace, the Royal Exchange, Mansion House, the Guild Hall, Southwark Cathedral, the Houses of Parliament and many other places and odd corners.

We were entertained "on behalf of his Majesty's Government" at the Imperial Institute, where we were received by the Rt. Hon. Lord Passfield and his wife, Mrs. Sydney Webb. The Imperial Institute is of captivating interest, housing exhibits of all the British colonies.

We spent a memorable day at Canterbury and another at Hampton Court and Kew Gardens. Altogether, we were about two weeks in Oxford, two weeks in Startford, and two in London. And when the time of parting arrived everybody was loth to bid good-bye to friends and places.

We sailed from Southampton on August 21st, carrying with us very pleasant memories of the first "English Summer School."

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CALGARY

The High Percentage Farce

ISHMAEL SHAM, B.A., Oneoonos

ONE can scarcely credit that such a stupid custom as judging a teacher's worth by the percentage of units passed by his pupils, based on the number of units actually written in the June examinations, should have become so all-common among those whom, otherwise, we would regard as, at least, fairly intelligent. Has it never dawned on school boards that such a custom lends itself to the most pernicious practices? Obviously since only the number of units actually written is taken into consideration the more units a weak student can be "persuaded" to drop the higher will be his percentage of passes. It is a well known fact that teachers are taking advantage of this just to the extent that their various consciences will allow. Hence the more unscrupulous they are in "squeezing out" weak students, the more credit will they get when the examination results are known. Thus, a premium is placed on what is nothing short of professional dishonesty, while the real teacher, who devotes extra time to his dull pupils, appears in an unfavorable light. The naturally slow pupil, who must take two years in certain subjects, never gets a chance, if he happens to fall into the hands of one of these high percentage fiends: he is eliminated before he has a chance to get a grasp of the subject, and the school board, either consciously or unconsciously applauds the teacher's action. In effect they say: "The more eliminating you do, the better you'll please us; you are just a fool for bothering with those dull pupils. No matter how hard you work, we will give you no credit for it unless they pass. Why jeopardise your average by bothering with them at all?"

Here are the actual words of one teacher: "I hate 'squeezing out' these kids, I'd like to give them all a chance. Even if they didn't pass they'd get something out of the year's work, but the school board demands a high percentage so, as far as I am concerned, they are going to get it."

Let no one who reads this—teacher, member of school board, superintendent nor inspector—try to delude himself into the belief that what has been described is a condition practically non-existent. If you don't believe it, just quietly become acquainted with the number of students enrolled in each class, say on the 1st of October each year, compare it with the number who write in June and you'll discover that in many cases—not all, thank goodness—the high percentage teacher is also the high pressure

eliminator. Should you desire to form an idea of which is the most successful school discover the average number of units passed by each pupil in the various schools. While I don't admit for one moment that a teacher's worth can be judged by any examination results, yet this system would at least have the merit of placing all teachers on a proper comparative footing. I am quite well aware that even this basis would leave entirely out of account that most estimable of all qualities in a teacher—high moral character; nevertheless it would avoid placing a premium upon high-handed unscrupulous methods. Not only that; it would give the slow pupil the chance which he has every right to expect. In the name of common justice let us be done with hypocrisy and sham. Let every honest teacher—and I still believe the large majority are honest—determine to stamp out this hideous monster which is stalking in our midst.

Then, again, the supervision of examinations is altogether too slack, especially in rural and town schools. We constantly hear of irregular practices—ranging from the teacher who points out the errors as he walks around, to the teacher who actually writes out all the examination papers of his pupils. It is not necessary to take up space showing the evil effects of this, not only on the teacher himself, but on those who should look up to him and who, at an impressionable age, become parties to dishonorable practices, to say nothing of the reflection it casts on the whole educational system of the province. The remedy is quite simple. No school district should be made an examination centre that will not arrange for an interchange of teachers during the departmental examinations. This would cost the department nothing, and the small extra expense, which should be only the actual out-of-pocket expense of the visiting teacher, should be borne by the school district.

I wish to state in conclusion that my sole motive in writing this short article is to bring to the notice of those who have the power to change them, some of the most glaring defects in the administration of our educational system. I am quite convinced that those in authority do not realize the harm being done by the practices mentioned. In this age, when uprightness and honesty of purpose are becoming more and more recognized as indispensable in every line of business, surely it is not too much to expect that our educational system may be raised to the same ethical plane.

Interest

B. O. MILLER
Normal Practice School, Calgary

UNDER any other circumstances I should have reminded Bill that humming a tune and paying no attention to what was going on around him was not considered good behavior during school hours. For several moments I watched the rest of the pupils to see what their reaction would be, but no one paid the slightest attention to him. In fact, some were talking quietly among themselves; others were moving about the room. Yet everyone was working, and I knew that something was being accomplished.

The story of "The Locksmith and the Golden Key" came to my mind and I walked over to see what was affording Bill so much happiness. Never before had I seen him do any Art that was good enough to really please anyone. He had always been satisfied to do enough to "get by."

I must confess that I was agreeably surprised when I saw the tree poster, which he was making. He was putting a few final touches upon the illustration which struck me as being rather effective. He stopped humming, put his brush upon the desk, picked up the poster and held it at arm's length. For half a minute or so he looked at it with a puzzled expression. Then, turning to me, he said:

"Do you think this picture is all right?"

I answered that I thought it a suitable illustration for what he was doing. I was pleased to discover that he had done so well. He remarked, however, that there was something about it that he did not like and that he was certain he could make a better one. As he had only some lettering to do, I suggested that he might as well finish it. I added that if he then wished to do so, he might make another. Before the period ended he asked for another sheet of paper. I was delighted to think that Bill had become so interested that he had appointed himself his own critic.

In many respects, I have always considered the Art periods the most enjoyable. My regret has been that there should be so much to do in the time at the disposal of a Grade VIII. class. When we had nine problems to attempt during the year, I used to wonder how any child could be expected to complete satisfactorily one problem per month. In most cases it appeared to me that he was never able to discover his own capabilities. Too little time was largely responsible for this.

Now that the number of problems has been reduced to six, the situation has been remedied to a considerable extent. Once the pupil realizes that he can paint a little picture, make a good poster, etc., there will be no difficulty in keeping him interested in his Art. He will work at a problem and take delight in so doing because of the pleasure he will derive from doing something that will afford self-satisfaction and merit the approval of his classmates.

There are many ways by means of which it is possible to encourage pupils to do their best. Frequently the best response is obtained from a comparatively simple incentive. During the Fall when we were working on the Conventional Landscape problem, several of the pupils did some work that was quite good. I had a feeling, however, that the other pupils were capable of better work. I thought that if I could interest them in a project, the necessary incentive would be provided.

I divided the class into groups according to rows and made it clear that each pupil was to make one picture which would be mounted on a sheet nine inches by twelve inches, along with the pictures of the other members of his group.

Determining the size and shape of the pictures that would appear to best advantage on the mounting sheet, and the coloring that should be used so as to obtain the best effect, constituted problems that called for careful planning and consideration. The fact that several pupils were working together with the object in view of preparing not only a good sheet, but one that they hoped would be the best in the class, did encourage them to work carefully. In all cases, the individual work showed an improvement. I was rather amused to discover that one boy who had handed in a picture that did not measure up to the standard set by his group, was asked if he would not make another. The next one passed inspection.

This year, for the first time, I procured show card colors for the pupils to use in their poster work. To say that interest was aroused is putting it very mildly. Many were so delighted with the results that they used to ask if they could not remain after four to work on their posters. They were, however, no more pleased than I was, and I considered myself amply repaid for my investment.

Now, I can easily understand why Bill felt like singing. He had developed a perfectly natural interest in his work and a critical appreciation that will serve him in good stead. So, in future, if Bill's quiet humming reaches my ears during an Art class, should I remind him that he is in school?

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The Technical High School, Calgary, Alberta

By J. H. ROSS

Principal, Technical High School, Calgary

THERE have been so many articles and discussions recently on the need of broadening our secondary school curricula that it may be opportune to describe briefly what Calgary is offering in the New Technical High School.

During 1928, the Calgary School Board appointed a committee composed of some members of the Board and persons interested in introducing practical work into the secondary school system.

As a result of the report of this committee it was decided by the Board, first, to ask the Department of Education to outline a suitable course of studies; second, to start a Technical High School.

Pursuant to this request the Department of Education prepared the necessary outlines and the School Board erected the necessary buildings to house the new venture. The Technical High School opened for its first term on September 3, 1929.

There are so many types of practical work taught in schools with different objectives that it may be well to state just what the underlying thought or theory is in relation to a school of this designation. First, may we state what it is *NOT*.

It is not a Trade School.

Nor is it a Vocational School.

Nor is it a Manual Training High School.

Nor is it a Pre-vocational School.

(We have not the space to define these various forms in this article).

It is a Technical High School with the same standards of admission and courses as the other high schools of the province. We believe that the objective of the academic high school is not merely to teach the informational content of the courses, but to use the various subjects as a medium in the general development of the individual. And we believe that we can do this to an even greater extent with the courses prescribed and with the added motivation which comes from the work of creating or building something. One should always remember that, in Education, as in many other matters, there are a variety of methods of achieving our objective. Fine houses may be constructed of wood, stucco, brick or stone or even using all of these materials.

Buildings—There are two buildings used by the school—the main or related subjects building, and the workshops. The combined capacity is 600, if the students elect an equal number of the optional courses.

In the main building there are 5 classrooms, 2 drafting rooms, 1 art room, 2 kitchens, 2 sewing rooms, 1 dining-room, 1 laundry, 1 textile laboratory, 1 physics demonstration and lecture room, 1 physics laboratory, 1 chemistry laboratory, 1 chemistry demonstration and lecture room, 1 general science or lecture room.

In the workshops unit, there are 4 shops, each approximately the size of 4 classrooms. When these shops are fully equipped they will compare very favorably with any school shops in Canada.

The course of study is as follows:

GRADE IX.

Required subjects:

Composition 1; Literature 1; General Mathematics 1; General Science 1 (special); Drawing and Design 1;

and any two of the following subjects:

Sewing and Elementary Dressmaking; Household Economics 1; Woodwork 1; Electricity 1; Motor Mechanics 1; Metal Work 1.

GRADE X.

Required subjects:

Composition 2; Literature 2; Industrial History; General Mathematics 2; General Science 2; Drawing and Design 2;

and any two of the following subjects:

Dressmaking 2; Household Economics 2; Carpentry; Cabinet Work; Electricity 2; Motor Mechanics 2; Metal Work 2.

During 1929-30 only Grades IX. and X. have been offered but it is expected that beginning with September, 1930, that the third year work will be started. While the course has not been definitely settled it is expected to be approximately as follows:

GRADE XI.

Required by all:

Composition 3; Literature 3; History 3 (Canadian and Economics).

Required for boys:

Chemistry 1A; Physics 1A; General Mathematics 3.

Required for girls:

Chemistry 1B; Physics 1B; Biology 1.

Options—Any one of the following:

Household Economics 3; Dressmaking 3; Industrial Art; Electricity 3; Motor Mechanics 3; Woodwork 3.

These courses have been outlined so that the subjects are of equal content and require as much study as any other subject in the corresponding year in any high school course.

It should be noted also that in the third year course the amount of practical work is reduced as it is felt that the older students will not require the same amount of incentive as those in Grades IX. and X.

The progress or enrollment this year has been quite satisfactory for our purpose. Last year in Calgary there was only one Grade IX. class taking practical work (in the Pre-vocational school). This year there are four Grade IX. classes and one Grade X. class. In addition to this, Manual Arts I. and II., and Home Economics I. were offered to students in the other high schools; and while we received over 500 applications we were only able to accommodate 248; 132 boys from Grades X, XI, and XII; and 116 girls from Grades XI. and XII.

As a matter of expediency this year, a number of academic classes are included in the school organization but this is not expected to continue.

This concluding quotation, in a brief way, states our aim: "To think a man's problems out for him and then tell him what to do is a smaller educational service than to stimulate his own thinking so that he will develop ability to use his own head on his own job."

The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



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Editorial

THE CALGARY ISSUE

WE MUST extend our annual vote of thanks to the Calgary teachers for their hearty co-operation in sustaining the usual high standard of the February issue of the *A. T. A. Magazine*. We should regret very much if, in taking for granted the annual success of this issue, we should lose sight of the fact that the same amount of energy, enthusiasm, and labor must be expended each year—or even increased as the repetition deadens the enthusiasm. We assure the Calgary teachers—and all others who have contributed to the success of this and other issues—that, if our word of thanks lacks “punch” it is only because of the inevitable result of the sameness of the expression. Our appreciation is still there; and if there is sincerity behind it, perhaps that old, oft-expressed phrase, which will never be worn out, conveys as much as is meant by any elaborately worded phraseology: “Thank you!”

STOPPAGE IN TRANSITU

THE teachers of Alberta, if not the teachers throughout the Dominion, seem to be “in the soup properly.” Our disreputable calling disfranchises us in educational affairs save where the renting or owning of assessable property entitles us to a certificate of respectability. We knew, sad dogs that we are, it was forbidden (School Act, Section 130, par. 3) to entrust us as treasurers with the S.D. cheque book; we knew that in the deplorable depravity of our flesh, lest we fall into sloth and idleness, it was essential for us to be graded, inspected and “indexed” from the cradle to the grave. But now we know the worst—if not the worst, mercy help us! The common rights at law which Britain and the Empire have evolved from earliest times for the protection of the freemen—be it known that where the teacher is concerned these may be read only with the tongue in the cheek.

* * * * *

BEFORE relating how it all befell, let us digress a little. It is a principle of the common law of master and servant that the former may terminate the services of the latter by one of the following methods:

- (a) Dismissal without notice for cause: e.g., misconduct, gross inefficiency, insubordination, etc.
- (b) Dismissal without cause, on notice as agreed upon; in absence of agreement as to notice, on reasonable notice.

We have always taken for granted that these principles applied to teachers' agreements and, we believe, the Department of Education and the Attorney General's Department, to say nothing of a number of barristers of high standing, have all concurred in our misapprehension. We all accepted that these principles would apply even if written agreements were not required to be executed by boards and teachers; all understood that the following sections of the School Act were not absolutely essential to safeguard these principles as far as teachers were concerned, but were inserted merely in a declaratory way:

1. Dismissal for Cause Without Notice.

Section 137(o)

"(1) It shall be the duty of the Board of every district and it shall have power—

"(a) To suspend or dismiss any teacher for gross misconduct, neglect of duty, or for refusal or neglect to obey any lawful order of the Board and to forthwith transmit a written statement of the facts to the Department."

N.B.—The latter part of the subsection is obviously to enable the Department to prevent a school being kept closed by reason of no teacher being on hand.

2. Dismissal Without Cause Upon Notice.

Section 199

"(2) Unless otherwise provided for in the contract either party thereto may terminate the agreement by giving THIRTY DAYS' NOTICE in writing to the other party of his or its intention so to do."

Hence, should an employer dismiss summarily an employee unless just cause be established, or dismiss without reasonable notice without cause, the ordinary employee has always had recourse to the courts to obtain justice and compensation for wrong suffered.

* * * * *

We thought the same applied to teachers and that they have the same rights at law as, say, a hired man. But no!

* * * * *

THIS is how it befell. A teacher in a good town position received a communication from his Board in the middle of June notifying him that his services would not be required after the end of the term. Clause 6 of the agreement was not complied with: that is to say the 5 days' preliminary meeting was ignored. He sued for breach of agreement and won his case in the District Court. The Appeal Court, however, reversed the decision on the ground that the teacher had **not appealed to the Minister for re-instatement** under Section 196 of the School Act. This section reads as follows:

"Any teacher who has been suspended or dismissed by the Board may appeal to the Minister, who may take evidence and confirm or reverse the decision of the Board and in the case of reversal he may order the re-instatement of such teacher.

Provided that if the teacher does not appeal from the decision of the Board, or is not re-instated, the teacher shall not be entitled to salary from and after the date of his suspension or dismissal."

Within the last two weeks the Alberta Court of Appeal has applied their previous decision to

a case where a School Board addressed to their teacher a 30 days' notice of termination of agreement without holding the 5 days' preliminary meeting.

In this case the teacher, by the irregular act of his School Board, was forced out of a \$1,600 position into one at \$1,100, the "open season for teachers" having passed. He left school in June after a Board meeting where it was fully understood no attempt would be made to dispose of his services. The Board fully understood also that he would not be reachable by mail during his itinerary on vacation; yet this teacher lands back home, all his cash spent, ready to go ahead with a new year's work, only to find to his dismay that during his absence on vacation the Board had "fired" him by an "undelivered" 30 days' notice, returned to the secretary and retained by him.

* * * * *

THE full significance of the judgment, as we understand it, is this: If a teacher is dismissed whether **for cause and without notice** or **without cause upon notice**—no matter how, nor with what results in hardship, impaired character, impaired professional reputation, or financial loss to the teacher—his only recourse is to appeal to the Minister for re-instatement under section 196 of the Act, above quoted. Furthermore, if the appeal is made to the Minister and the Minister in the goodness of his heart re-instates, the **only compensation** that the teacher can obtain, the only balm for hurt mind, blemished character and reputation, is merely **salary from and after the date of suspension or dismissal**. Apparently, therefore, section 196 exists, in part at least, for the express purpose of relieving School Boards of any financial obligation for wrongful treatment of a teacher, in case the Minister does not feel that it is in the best interests of all parties—Board, teacher, pupils, parents, ratepayers and Department—that the teacher be re-instated. In other words, it means that the teacher's rights or wrongs are not the **only** things to be taken into consideration by the Minister; it means obviously (and necessarily) that rectifying wrongs to the teacher to the full extent of the Minister's power, limited though it may be (i.e., merely salary and that alone from "date of suspension or dismissal"), must be subordinate to other considerations. In all other cases where claims can be decided in courts of law involving breach of agreement or summary dismissal, the rights, *per se.* of the parties to the agreement—and these rights alone—are taken into consideration and **damages proven** are awarded for breaches of agreements.

It follows logically that as the law now stands the Judicial machinery of the Province, for which teachers help to pay, may defend the contractual rights of everybody else, except teachers: our

contractual disputes in the fundamental and all-important question of *termination* must be decided by the Minister who—merely to state the facts without any **personal** implication—is an elected member of a political body and, generally, without any recognized qualifications whatsoever as a legal authority. Therefore, as previously suggested, the effect of the judgment is that a teacher seems to be unable to resort to the courts as may all other employees.

* * * * *

IT was always understood previously that section 196 of the Act was twofold in its purpose:

- (a) To be a boon to a teacher who might be reinstated and spared the expense of court proceedings in case he were summarily dismissed unjustly.
- (b) To give the representative of the Department the power, if need be, to appear in the district and prevent an avoidable closing of the school to the detriment of the pupils. The latter part of section 137 seems to reinforce this idea.

WE feel convinced this interpretation of the School Act by the Appeal Court was not ever contemplated by the Department, nor was it the intention of the Legislature to have that effect when sections 137(o) and 196 were enacted. We understand that action is to be taken to remedy this situation.

It is on record that years ago we petitioned the Minister of Education to make section 196 applicable without any possibility of doubt, only to cases of suspension or summary dismissal as per section 137(o) only. We did not ask this because we dreamed that the courts would ever interpret section 196 as applying to any other case than summary dismissal without attempt to terminate with notice, but in order that complications might not arise by teachers or ratepayers being advised that dismissal and termination of agreement were one and the same thing. We know of no valid reason why our request was "pigeon-holed" nor why the offending, humiliating clause could not have been rectified in 1928 as easily as in 1930, since the request was made with due form and respect by the Alberta Teachers' Alliance. Hence the present *impasse*.

'SHUN!

IT will be well worth while to watch legislation or regulation regarding teachers' contracts and their method of termination. Whenever we hear such things discussed we find the argument drifting to the false analogy of the "hired man." The voice of those advocating the sacred right of a School Board to dismiss without cause, to sentence without a trial or hearing is not yet silenced, even

to arguing that a teacher might be "let go" while innocently pursuing his midsummer vacation. The principle seems to be accepted that: If a teacher fails to "deliver the goods" in the Departmental Examinations this is *prima facie* proof of inefficiency and the teacher must expect to be "fired" during his absence on vacation.

This principle is based on some interesting assumptions:

- That examinations are infallible;
- That classes of different years are equal in ability to pass examinations;
- That the teacher is the only factor involved in the education of children and their success in writing examinations;
- That inspectors' reports have no significance;
- That examination subjects, and they only, have value as school activities.

The principle may be said to point to one general inference: viz.: that the slogan of the ambitious teacher—nay, of the ordinary bread-and-butter consuming teacher—must henceforth be: "Put 'em through; no matter how, but put 'em through!"

What an inference! What assumptions! What a principle! What a parody! "Ishmael Sham's" frank article entitled "The High Percentage Farce" appearing in this issue, should make seriously-minded educators sit up and take notice. The "batting average" craze is sufficiently ominous and dangerous without it being intensified still more. Safeguarding the teachers' interests regarding the results of "batting average complex," is no less safeguarding the rights of the pupil to a "square deal."

We must, therefore, be on guard lest in the general amelioration of the educational machine, we find ourselves automatically out of a job from June 30 each year until such time as the School Board, having applied its precious principle of efficiency, decides whether we may, or may not, settle down for ten months to the enjoyment of a man's primary good—a home.

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EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY M. E. LAZERTE, Ph.D.

PUPILS' UNDERSTANDING OF ADDITION

IN the December issue of this magazine several test questions relating to the four fundamental operations with integers were submitted. In the following article reference is made only to those items that refer to addition, namely, questions 2, 6, 9, 10, 11, 12, 13, 36 and 40. These same questions are repeated below and are re-numbered 1, 2, 3, 4, 5, 6, 7, 8 and 9 in succession. The answers from pupils from grades II, III, IV, and V. will be discussed, bearing in mind the fact that our data refer to the answers of 100 pupils from three grade II. classes, 85 pupils from three grade III. classes, 60 pupils from three grade IV. classes and 38 pupils from two grade V. classes.

When the test questions were prepared, it was not assumed that they should be answered correctly by any particular age group. Probably certain questions were too difficult for the more junior grades. Irrespective of the difficulty of given items, the summaries should give interesting information concerning the pupils' attacks upon the problems presented.

TEST QUESTIONS

1. A pail is full of water. Jack takes 12 cupfuls from it. Bill takes 8 cupfuls from it. How much less water is in the pail than at first?
2. When first weighed, two beef cows differed in weight by 145 pounds. When weighed a second time the smaller animal had lost 30 pounds in weight, but the weight of the other animal had not changed. What was the difference between their second weights?
3. Explain what you really do when you add two or more numbers.
4. When do you add two numbers that you find in a problem?
5. Give me a problem with two numbers in it that you would add to get the correct answer.
6. Finish the sentence in this problem so that you will have an addition question: "My geography cost 60 cents and my music book cost 35 cents. How much.....?"
7. If you knew that there were 12 men and 8 women at a meeting, what information do you get when you add 12 and 8?
8. Add 8 to 12.
9. Add 145 and 30.

Problem 1—

	Percentage of Pupils	
	Grade II.	Grade III.
Correct solution	28	33
No attempt	21	7
Tried to find amount of water left in pail.....	38	44
Answer is 20, but, wrongly interpreted	5	6
Added irrelevant data to the problem	2	2
Answered that there would be less water	0	1
....cupfuls less. Method not apparent	6	7

Problem 2—

	Percentage of Pupils	
	Grade IV.	Grade V.
Correct	1	21
No attempt	10	16
Subtracted	26	26
Multiplied	1	0
Divided	4	3
Contradicts given data.....	10	3
Part of data given as answer..	47	26
Irrelevant remarks	1	5

Problem 3—

	Percentage of Pupils of Grade			
	II.	III.	IV.	V.
Correct idea	2	10	8	32
You add them.....	13	32	32	5
Incidental fact. True but not explanatory, e.g., "I carry," "I think in my head."	6	30	35	36
Attention on result, e.g., "You prove it.".....	0	7	7	11
No attempt	48	6	0	11
You count 2, 3, 4, etc....	14	10	5	0
Nonsense	14	10	0	0
Concrete example worked	3	4	5	5
Talked of subtraction or multiplication	0	1	8	0

Problem 4—

	Percentage of Pupils of Grade			
	II.	III.	IV.	V.
Correct	1	0	7	28
You add—and.....	6	16	7	3
Irrelevant	16	13	15	11
When you want the cost, etc.	10	18	30	11
No attempt	56	28	7	28
To find the answer....	1	4	10	5
Subtraction, multiplication, or division sum or problem given	2	8	10	3
You add when there are 3 numbers, when they are small, when they are big, etc.	4	1	2	0
Just before you finish you add	0	12	12	11
When you count.....	4	0	0	0

Problem 5—

	Percentage of Pupils of Grade			
	II.	III.	IV.	V.
Correct	6	27	13	25
Data and solution but no problem stated	2	4	13	32
Drill sum in addition....	15	13	40	18
No attempt	45	19	3	25
Subtraction, multiplication, or division sum or problem	7	27	28	0
Self-contradictory statements	0	1	0	0
Irrelevant, Senseless	25	9	3	0

Problem 6—

	Percentage of Pupils of Grade			
	II.	III.	IV.	V.
Completed the interrogative sentence	42	47	57	67
Inserted an assertive sentence	20	42	41	33
Correct completion	20	25	51	67
How much did it cost?	20	17	2	0
It (or They) cost 95 cents	6	32	33	22
No attempt	38	10	2	8
Irrelevant, Nonsense	12	5	2	3
They cost—(wrong sum)	3	3	0	0
You have—left	1	6	2	0
Subtracted the two numbers	0	1	2	0
Multiplied 60 by 35	0	0	2	0
More data added	0	1	4	0

Problem 7—

	Percentage of Pupils of Grade			
	II.	III.	IV.	V.
Correct	18	26	35	64
The sum is 20	29	45	48	16
No attempt	36	13	5	11
Irrelevant, Nonsense	3	4	6	6
The sum is—(wrong)	11	0	0	0
You get the answer	0	2	0	0
Contradicts given data	3	10	2	0
Subtracted 8 from 12	0	0	2	0
Multiplied 12 by 8	0	0	2	3

Problem 8—

	Percentage of Pupils	
	Grade II.	Grade III.
Correct	62	79
Added but obtained the wrong sum	25	21
No attempt	13	0
Mechanical work O.K.—Problem O.K.	18	27
Mechanical work O.K.—Problem wrong	34	51
Mechanical work wrong—Problem O.K.	3	6
Mechanical work wrong—Problem wrong	20	11

Problem 9—

	Percentage of Pupils	
	Grade IV.	Grade V.
Correct	88	94
Added, but obtained wrong sum	7	3
Multiplied	2	3
Subtracted	3	0
Mechanical work O.K.—Problem O.K.	0	16
Mechanical work O.K.—Problem wrong	83	78
Mechanical work wrong—Problem O.K.	1	3
Mechanical work wrong—Problem wrong	13	3

To give the reader a rather exact idea of the nature of the responses received from the Grade III. pupils, the following answers to problem 1 are given below:

There are 9 cupfuls left.
There are 4 less.
Two cups.
There is an inch of water left.
The pail will be about $\frac{1}{4}$ full.

Jack has less no more.
They took it all.
Four gallons left.
The pail is 19 inches full now.
One quart is left.
They had 28 pails full.

INTERPRETATION AND COMMENTS

The ability to add numbers is not the major demand in addition problems:

In Grade II., 62% of the pupils, and in Grade III., 79% of the pupils added 12 and 8 correctly in question 8, but only 28% and 33% of them respectively were able to solve correctly the problem involving the addition of 12 and 8. Note that while 88% of the Grade IV. pupils found the correct sum for 145 and 30 in question 9, only 1% of them obtained 175 as the answer for question 2.

Pupils must be able to do mechanical work in arithmetic, but, this ability alone cannot make a pupil proficient in problem solving.

At about Grade V. level pupils appear to understand questions such as numbers 3, 4, 5, 6, and 7.

The average grade percentages of correct responses for questions 3, 4, 5, 6, and 7 combined are as follows: Grade II., 9%; Grade III., 18%; Grade IV., 23%; Grade V., 43%. Certainly the Grade V. score is none too encouraging. One asks here, "Do the pupils really understand the process of addition, and is their difficulty that of understanding the language in which the topic is discussed?" To this query there are two fitting replies, namely: Other investigators find that facility in language is normally not more than one year behind the understanding of the ideas involved, and further, the total content of these answer papers shows that the process of addition is not now understood in the junior grades.

Is it necessary that pupils should add numbers for four long years without understanding more about the process itself? Who can answer? The challenge is thrown out to all primary teachers to give us an answer. Are we overstressing rapid calculation and underestimating the value of oral problem solving? Are we taking the trouble to explain to the pupils what all this manipulation of numbers is about, or, are we assuming that they wouldn't understand us if we did? What percentage of pupils would profit by these explanations? If the pupil must wait until Grade V., that is until age 10—11, to get a glimpse of the meaning of addition, need we be surprised that the results of arithmetic in the senior grades are so discouraging? If pupils could understand what manipulation means, and are not given an opportunity to arrive at this understanding, then the school is failing in its responsibilities.

Pupils have a faulty attitude toward problems—

Look at the summary for questions 5 and 6. Only 40 pupils in Grades III., IV. and V., out of the 183 reported, were able to construct a simple problem demanding addition of the numbers involved. Only 76 of these same pupils were able to complete the sentence of question 6 in such a manner that it made relevant sense. Seventy-four of these pupils after reading the "How much" were so deficient in a proper problem attitude that they wrote assertive sentences, when the question mark, the sign of the problem, stared them in the face. Too many pupils see in the problem as presented only a mass of data. They are probably so unaccustomed to discovering prob-

lems themselves that they have built up the habit of approaching these problem sentences in a cold, non-questioning state of mind.

These pupils did not show much ability in problem analysis—

In Grade III., 40% of the pupils did not carry the analysis far enough to know and remember what the unknown in the problem was; in Grade IV., 80% of the pupils experienced the same difficulty. Problem 2 was solved correctly by 1% of the Grade IV. pupils. Surely pupils 9—10 years of age could be trained to make the preliminary analysis necessary to the solution of the problem. The language of this problem is rather suggestive of wrong procedures, but, one would expect that many pupils who had been trained to use pictures, diagrams, etc., as aids in analysis would have been able to make the necessary analysis in this problem.

Number sense not developed—

Immediately following are examples of errors that were made in computation by Grade IV. pupils:

$$\begin{array}{ll} 145 \div 30 = 25 & 145 - 30 = 15 \\ 30 - 145 = 25 & 145 - 30 = 155 \\ 145 + 30 = 125 & 145 + 30 = 875 \end{array}$$

If after three years' experience with numbers pupils can calmly accept 15 as the difference between 30 and 145, or subtract 145 from 30, or add 30 to 145 and get a result smaller than the 145, we are justified in maintaining that, too frequently pupils manipulate numbers as if they were meaningless symbols. Pupils are doubtless trying conscientiously to apply the rules of the game. Should we give them more assistance by teaching them how to be critical in an elementary fashion, and how to verify results obtained after manipulation of symbols? Numbers might take on more meaning if pupils merely formed the habit of focusing attention for a moment upon the quantitative aspect of the symbols.

Language Difficulties—

It is evident to anyone reading our detailed summaries that the language of arithmetic presents many difficulties. The phrase "How much less" may be full of difficulty. The understanding of "A pail is full of water" and "Jack took... from it" is possible only when certain relations between "full" and "from it" are understood. This question of language teaching will be discussed later when the data relating to other fundamental operations is presented.

This summary on addition is much the same as others the writer has made during the last three years. The reliability of the findings is proved. This being the case, surely we who are teaching the subject are called upon to consider WHY the present status of problem solving is as it is. As a first source of inspiration and guidance, we might begin with the thought that perhaps CHILDREN LEARN BY DOING.

A CORRECTION!

Through a printer's error the following names were omitted from the list published in the December issue as having paid Membership Fees to Head Office (through the Local) as between the dates March 21, 1929, to November 30, 1929. Such omission is regretted:

Lethbridge Public School Local

Miss C. McEachern.	Miss Hilda Morris.
H. H. Bruce.	Miss M. L. Kadlec.
Miss A. I. Ross.	Miss M. Rossiter.



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EDMONTON

ALBERTA

Local News

ACME LOCAL

On Saturday evening, January 11th, a meeting of teachers was held at the home of Mr. Steele-Smith for the purpose of forming a local branch of the Alberta Teachers' Alliance.

The following officers were elected:

President: Mr. Rupert McLean (Gobert S.D.).

Vice-president: Miss F. Curson (Selkirk).

Secretary-treasurer: Mr. Beverley Rinn (Acme).

Press Correspondent: Miss Z. Bell (Lilydale).

Advisory Council: Mrs. Rinn (Linden).

Mr. J. Steele-Smith (Acme).

CALGARY PUBLIC SCHOOL MEN'S LOCAL OF THE A.T.A.

The first monthly meeting for 1930 was held in Central Public School on January 7th. The president, A. Florendine, presided.

Several items of local interest were discussed.

The local fee was set back at \$3.

The secretary reported on Alberta School Week. This has been set for the week beginning January 19th, and ending January 26th. The committee has interviewed a number of Service clubs and churches, in an endeavor to have some of our members address them at that time and a number of articles will appear in the papers. This committee would suggest that more notice be given since the programmes of clubs and churches are fixed some time in advance and it is very difficult to get our speakers in on such short notice.

A resolution to the effect that the matter of salary increases for 1930 be left in the hands of the executive was carried.

B. L. Cook was suddenly called to Ontario just before school closed, to attend the funeral of his mother, who died at the age of 69. B. L.'s friends will sympathize with him in his bereavement.

Mr. Buchanan, Assistant Superintendent, in charge of Public (elementary) Schools is getting into his stride. He remarked that now he would need to work "after 4:00."

Friends of Hugh Bryan, vice-principal of Elbow Park school, will be sorry to hear of the death of his mother. The funeral, held on January 11th, at the North Hill United Church was largely attended.

Miss Flora Campbell, for many years a member of the Public School staff here, has during recent years been incapacitated. She has been unable to do regular work for some time. The Men's Local realizing that this was one case which should come under the promise of the Minister of Education to look after deserving cases, brought the matter to his attention in a convincing manner. The result is very gratifying! Miss Campbell is now in receipt of a regular allowance of \$30 per month.

The staff of several of the Public Schools have acquired the Badminton craze and are installing nets to enable the members to keep fit.

MAGRATH LOCAL

A meeting for the purpose of re-organizing an A. T. A. Local was held at the Magrath school on January 14th, 1930. The following officers were elected:

President, Mr. Bert Dow; Vice-president, Mr. Walter Brown; Secretary-Treasurer, Miss Marion Hood.

We also presented a program in each of the local churches in accordance with the plan to present the work of the school to the public during Educational Week. Each public school grade was responsible for one number. The program consisted of songs, recitations, duets, a violin solo and dramatizations. Members of the staff gave interesting addresses on the work in the Primary, Intermediate, and Secondary grades of the school. A plea was made for greater co-operation between teachers and parents.

There are twelve teachers in the school—Public and High School—and we hope to have the teachers from the country join our Local.

TURNER VALLEY LOCAL

The regular meeting of the A.T.A. Local, Turner Valley, was held in the Turner Valley village school on Monday evening, January 20th, at 7:30.

After the usual business of the meeting, a new press correspondent was elected, Miss Baillie, to take the place of Miss King who, having resigned her position, plans a narrower sphere of influence.

Mr. Elson, vice-president, reported that Rev. Mr. Peacocke of Turner Valley-Black Diamond parish gave a stirring address on Sunday, January 12th, in the United Churches of both villages, choosing for his subject, "The Family, The School, The Church."

Mr. Gould, president, has written a short story of the Turner Valley vicinity, which has been published serially in our local paper.

Dr. Kerby, of Mount Royal College, Calgary and International Vice-President of the World Parent-Teacher's Federation, addressed the residents of the district on "The Home and the School." We owe a great deal to such men as Dr. Kerby, who give ungrudgingly of their time and talents to give us such an inspiring address as he delivered to the P. T. A.

In conjunction with the Chamber of Commerce, the P. T. A. has invited the Hon. G. Hoadley to address a meeting on Thursday of this week. Such a popular man and able speaker as Mr. Hoadley may expect an attentive and large audience.

The Turner Valley Local meets every first and third Monday and will welcome members of other Locals or visitors who may be interested in school problems.

AMERICAN LIBRARY ASSOCIATION

The fifty-second annual conference of the American Library Association will be held in Los Angeles, California, June 23-28, 1930. Headquarters will be at the Biltmore Hotel.



OUR TEACHERS' HELPS DEPARTMENT



CORRESPONDENCE AND EDITORIAL COMMENT

PHYSICAL TRAINING IN THE CLASSROOM

Miss I. H. confronts us with an interesting problem. She writes: "I am a believer in Physical Training, and do not think it should be left out of the curriculum. Now, what can I do with 40 senior pupils in a classroom 32 ft. by 28 ft. roughly speaking, with furniture? Some exercises that are practical present difficulty in supervision as desks, etc., cover up the children's exact position of toes, knees, etc. . . . Your hints on the subject, or suggestions would be appreciated."

Your main difficulty, of course, is lack of space for movement. I don't need to remind you that arm room is easily increased by ordering a half-turn into the diagonal position. If the pupils are still too crowded in the aisles I would recommend that you divide the class in two, giving each part a short name like Elk or Tiger. Have a definite position at the wall for the resting group while the other group does the exercise. It would sound something like this:

"Class, ready for P.T. . . . Elks to the wall . . . Tigers up (Give exercise to the Tigers). Tigers to the wall . . . Elks up (Give the exercise again)." Evidently it would be well to have the wall-positions of the two groups at opposite sides of the room.

This spreading of the class would do a good deal to remove the difficulty of checking correct position of toes, etc. Of course it will mean that you have to keep an eye on the resting group . . . but we must put up with little things of that sort. Also you will not be able to cover so long a table in the given time but you can offset that with the increase in efficiency.

I agree with you that P.T. is a very important part of the curriculum, especially in the winter when there is so strong a tendency to hug the heater and play cards at home, and when the ride to school is just a huddle under the robes. But as far as possible through the winter there should be play-ground games. All sorts of games with a football are useful, and the ball will not suffer as long as the snow is dry. If you can maintain plenty of vigorous recess and noon-hour sport, you will be justified in limiting your formal P.T. to corrective exercises. That, of course, means such exercises as make for good standing, walking and sitting posture, and for deep breathing.

If you agree with our opinion as to playground activity in winter, be quite discreet about the kind of weather in which you send the youngsters out.

Parents are sensitive, and naturally so, about any indiscretion in this regard; coughs, colds and worse can easily be blamed on the teacher's enthusiasm. Still, there are many pleasant winter days during which school children stay inside just through force of habit if they are not urged to go outside to play.

If you have no suitable equipment for winter sport, get your inspector to back you up in asking for it.

HISTORY

GRADE VIII.—

The synopsis promised for this month is held over to permit of a rather fuller treatment than we had prepared; we feel that it requires revision to bring it more into conformity with the new course.

OUTLINES FOR MARCH

Outlines for Grades II. to VII. Inclusive, by Courtesy of the Calgary School Board

GRADE I.—

ARITHMETIC

March—

- (a) Combinations and separations, using "2 more" and "2 less," "3 more," and "3 less."
- (b) Recognition and making of symbols to 100.
- (c) Recognition of the families.

READING AND LITERATURE

- (a) Finish Canadian Reader.
- (b) Phonics: i.e., ew, aw, au, tion, sion, ph.
- (c) Memorization—see last Magazine. Also Dramatics, story telling, etc.

ART

To make simple pieces of furniture, based on paper folding, for a doll's room.

ELEMENTARY SCIENCE

- (a) Pussy willows placed in water in classroom. Two kinds, wooly and green.
- (b) The lengthening of day and shortening of night. Disappearance of snow, where it goes; muddy and rough roads; increasing warmth of sun and its effect; the season and seasonal changes. Where the sun rises; East and West; North and South. Spring rains and snowfalls; Jack Frost and his pranks in Spring.

Grammar.—See last Magazine.

GRADE II.

READING AND LITERATURE

(a) Reading —

- (1) The Wind and the Sun.
- (2) The Frog Prince.
- (3) The Happy Home.
- (4) King Solomon and the Bees.
- (5) Supplementary Reader.

(b) Literature and Memorization —

- (1) The Land of Counterpane.
- (2) Windy Nights.
- (3) Pussy Willow.

(c) Stories for Telling —

- (1) Samson.
- (2) Hansel and Gretel.
- (3) Brer Rabbit and Sis Cow.

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LANGUAGE AND COMPOSITION

- (a) **Oral Topics—**
 How to Play Marbles. The Wind at Work.
 Good-bye to Winter. My First Trip on a Train.
- (b) Teach the use of capitals for the months.
 Teach John and I, Mary and I, etc.
- (c) Practice in adding ly, ness, ful, ing, and ed to familiar words.

SPELLING

(January to April)

Teach the words from the second term list, also difficult words from the supplementary list, taking four or five new words a day. Finish the phonic list. Continue the Friday review.

Suggestions—Use the words from the lists in simple sentences for dictation, starting about March. Insist upon the correct use of capitals and periods.

Teach the words which have a short vowel, and double the final consonant, when ing or ed is added, e.g.—get, getting; run, running; slip, slipping, slipped.

Teach the words which drop the final e when ing is added, e.g.—come, coming.

Teach related words as love, lovely; dark, darker; duck, duckling; end, ended, ending.

ARITHMETIC

Review countings by 1's, 2's, 3's, 4's, 5's, and 6's.

Review combinations and separations to 18's.

Teach pint, quart, gallon.

Give practice in telling time using both Arabic and Roman notation.

Give practice in questions using plus and minus signs.

Teach subtraction using such questions as:

128	149	139
76	92	63

(Use questions in which no "borrowing" is necessary, but be sure the children work from right to left, as preparation for the "borrowing" questions.)

HYGIENE

1st week: Eyes and care of eyes.

2nd Week: Care of clothing—child is responsible for hanging up clothing at home and at school. There must be regular change of underwear and stockings. Clothing should be protected while working.

3rd Week: Preparations for bed—wash hands and face, brush hair and teeth, and hang clothing up to air.

4th Week: Sleeping—

- Have window open.
- Sleep alone.
- Have light coverings and a flat pillow.

NATURE STUDY

Animals:

Activities of domestic animals; observation of young—baby domestic animals, fowl—chickens.

Stories of frogs—their pipings, eggs. Toads' eggs—pollywogs, etc.

First flies—mosquitoes; breeding places. Pictures and stories.

Birds:

Preparing houses for birds—protecting birds—stories about migration of birds—hatching birds.

Competition as to who shall see the first bird.

Plants:

Twigs of willow, poplar, Manitoba maple examined.

Pussy willows and poplar tassels gathered.

CITIZENSHIP

First Week—Our duty to keep well. What to eat and what to avoid. Hours of play and hours of sleep. Review ventilation of home and school. Cleanliness of body an aid to health.

Second Week—"Responsibility Week."

Course of action if:—

- Captain of game or team.
- Sent on errands.
- Told to mind the baby.
- Given money to spend on something for mother, care of change, etc.
- Told to mind room if teacher is out.

Third Week—Talks on gratitude. Teach that courtesy demands repayment of favors. E.g., When a little girl was sick another sent her fruit or a book. Child thus favored

takes an opportunity to return this kindness, etc. Avoid the idea that we do good solely for reward.

Fourth Week—Courses of Action:—

(1) When damage is done to neighbor's property.

(2) When accident happens to borrowed articles, books, toys, etc.

(3) When damage done to city property.

Emphasize that public property belongs to all and should be protected by all.

GRADE III. —

READING AND LITERATURE

Silent—

The Story of Aladdin.
 Androcles and the Lion.

Oral—

Waiting to Grow.
 The Little Chimney Sweep.
 All Things Beautiful.

Memory—

Sleepy Song.
 The White Pinky Pig.
 The Owl and the Pussy Cat.

Dramatization—

The Brahman, the Tiger, and the Six Judges.

Story Telling—

Dust Under the Rug.

COMPOSITION

After the letter is taught there should be weekly practice. Two stories a month at least should be dramatized.

(a) **Oral—**The Wind at Play; The Return of the Birds; St. Patrick; Dreams; Pussy Willow; Easter.

(b) **Formal—**Continued sentence and letter writing, stressing use of easy descriptive words such as: pretty, tall, white, big, cheap, beautiful, wonderful, etc.

(c) **Vocabulary Building—**Word and phrase opposites, such as: heavy as lead; light as a feather; black as ink, etc.

CITIZENSHIP

Habits:

(a) **Manners—**Results of forming good manners in the child himself—Reaction on others about him.

(b) **Easter.**

(c) **Stories.**

1. A Lesson in Manners (Famous People, by Baldwin.)

2. St. Patrick.

3. The Easter Rabbit (Emerald Story Book, by Ada M. Skinner.)

SPELLING

Second Term—

January to March 15th—Teach the list of words given for the second term.

March 16th to April 30th—Words from the supplementary list not previously taught.

May and June—Review.

In each of the above periods there will be time for the teaching of extra words needed by individual classes.

In order that the Spelling lessons may be an aid to Composition, it is suggested that dictation of phrases or sentences be given at least twice a week throughout the year.

ARITHMETIC

1. Addition and subtraction involving numbers reaching different spaces.

2. Teach 9 times table. 1/9, (m. and d.)

3. Problems in multiplication.

4. Teach Arabic notation to 100,000, and Roman notation to 100.

5. Review pint and quart and teach gallon.

HYGIENE

Clothing—Its use and abuse.

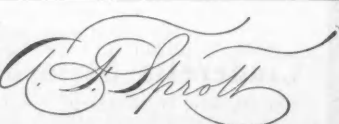
NATURE STUDY

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GRADE IV.—**READING AND LITERATURE**

In Silent Reading aim for increased speed.

In Oral Reading smoothness and expression of wholes to be the aim.

In Literature help pupils to build up mental pictures—to visualize.

Note—Minimum of work only is suggested.

Silent Reading—
Black Beauty.
The First Printer.

Literature—
The Wind on a Frolic.
Gold and Silver Shield.

Oral Reading—
Riders of the Plains.
Phaeton.

Memory Work—
The Wind and the Moon.
My Garden.

Story—Three Golden Apples.

COMPOSITION AND LANGUAGE

- Extend use of quotation marks to broken quotations.
- Oral dramatization using literature lessons.
- Building of a story from an opening sentence. (Oral and written.)

CITIZENSHIP AND HISTORY TALKS

Family life in olden and modern times.

Truthfulness—In home, at school.

Keeping of promises.

Avoidance of exaggeration.

Avoidance of withholding part of truth.

St. Patrick.

Early Days in Alberta.

SPELLING

First 80 words in Course—Second Term List.

Memory Work Spelling.

ARITHMETIC

March and April:

Division and multiplication with checks.

Denominate numbers and problems involving use of same.

HYGIENE

Clothing—Clean, dry, porous, loose fitting, no tight shoes; clothing suited to weather; care and cleanliness of clothes; removing rubbers and overshoes; cleaning shoes before entering school or home; care of clothes when taken off at night; removing heavy sweaters indoors; clean handkerchief.

NATURE STUDY

Detailed study of fish as per course of study. Types found in Alberta.

Bird Study—Magpie.

Plant Study—Daffodil, Tulip and Hyacinth.

GEOGRAPHY

Detailed study of Sugar, (Cane, Beet and Maple).

Detailed study of Bananas.

Detailed study of Fish from B. C. and Alberta.

GRADE V.—**READING AND LITERATURE**

This Suggested Outline Represents the Minimum of Work.

Oral Reading—
Loss of the Birkenhead.

Literature—
The Loss of the Birkenhead.

Memory Work—
The Rapid.

Silent Reading—
The Treasure House of Mammon.

Story Telling—
St. Patrick.

SPELLING

About 40 words from Supplementary List.

Words from other subjects.

ARITHMETIC

- Miscellaneous Tables.
- Problems on them.

GEOGRAPHY

- Auto Trip**—Lethbridge to Calgary.
Calgary to Banff and Lake Louise.
- Railroad Trip**—From Calgary to Edmonton, C.P.R.
(Sylvan Lake and Gull Lake).

HISTORY AND CITIZENSHIP

Some of the qualities which should be magnified in the mind of the pupil at this stage are: Self-respect, personal

honor, a sense of justice, courage that avoids bravado, the right use of leisure time. This can be brought about by the use of suitable stories, either read or told.

The formal teaching of History is not required.

HISTORY

Stories of fighting between the early settlers and the Indians, of Louis Riel and the great rebellions.

CITIZENSHIP

March and April:

Courage that avoids bravado and conduces to presence of mind.

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PHYSIOLOGY AND HYGIENE

In this grade the main object is to teach the child to care for his or her body in an intelligent manner—to show the "Why" of health practices, and to develop good health habits.

PHYSIOLOGY**The Teeth—**

1. Temporary teeth.
2. Kinds of teeth.
3. Composition of teeth.
4. Cause of decay.

GRADE VI.—**READING AND LITERATURE****Literature—**

How They Brought the Good News.
Heroes of the Long Sault.

Memorization—

Choice of: The Marseillaise.
Admirals All.
Creation.
This Canada of Ours.

Oral Reading—

How They Brought the Good News.
I Dig a Ditch.

Silent Reading—

Henry Hudson.
From Canada By Land.

Story Telling—

Siegfried.

LANGUAGE AND COMPOSITION

Composition in Grade VI centres around the Topic Sentence and the Business Letter. Practice should be given in eliminating all ideas which are neither pertinent nor interesting.

- A. Two paragraph Business Letters as review.
- B. Further enlargement of sentences (Clauses).

GRAMMAR**(a) Phrases—Suggested Exercises:**

- (1) Selecting phrases in sentences.
- (2) Using phrases in place of describing words and vice versa.
- (3) Make phrases beginning with by, to, with, etc.

(b) Preposition—Suggested Exercises:

- (1) Selecting prepositions in sentences and showing relation.
- (2) Fill in blanks with suitable prepositions.

N.B.—Formal Grammar does not begin until the pupil has reached Grade VII. Therefore it should not be taken as a separate and definite subject but should be combined with Composition. Use the authorized text, "Learning to Speak and Write."

ARITHMETIC**Aims—**

- (a) To increase speed without sacrificing accuracy in all mechanical work.
- (b) To secure a mastery of vulgar fractions.

N.B.—Pay careful attention to accuracy. Give frequent mental exercises.

Problems based on denominate numbers and areas.
Review Fractions.

GEOGRAPHY

United States and Alaska.

SPELLING

In addition to the words included in the following outline, any words not in the Course of Studies but in the Speller should be taught. From time to time new words will have to be used by the pupils—for example, words from History, Geography, Memory Selections, etc. Whenever opportunity offers itself, these words should be taught.

A review should be taken at the end of each month.

65 Words—

- (a) 56 words—Supplementary—"gossip" to "sympathy."
- (b) 9 words—Demons—"separate" to "there."

HISTORY AND CIVICS**History**

The Tudor Period—National feeling in evidence. National feeling seen in the clash with Spain on the sea—the Armada. Trading companies organized—leads to increased activity in navigation.

The Age of Discovery—The spirit of adventure urged on by the commercial motive. To reach the riches of the Indies by sailing westward—shut off from the land route by Venice and the Turks, the European nations of the West seek sea routes.

Spain: Westward across the Atlantic—Columbus—Amerigo Vespucci, etc.

Portugal: South by way of Africa—Henry the Navigator—Vasco da Gama, etc.

To the North-West—England—the Cabots, etc.

Civics

It is suggested that, by taking one lesson each week and one chapter each month from the prescribed text, this phase of the work can be covered satisfactorily. See McCaig's Studies in Citizenship, Part I.

NATURE STUDY

Water.

HYGIENE**March and April:****1. Respiration—five lessons:**

- Section 1 and 2 (Organs of Respiration)—one lesson.
- (a) and (b) of Section 2—one lesson.
- (c) and (d) of Section 2—one lesson.
- (e) and (f) of Section 2—one lesson.
- (g) and (h) of Section 2—one lesson.

GRADE VII.—**(2) Review.****READING AND LITERATURE****Literature—**

New England Weather.

Oral Reading—

San Stefano.

Silent Reading—

Let Us Now Praise Famous Men.

Supplementary Reading—

Evangeline.

Memory Work—

By Cool Siloam's Shady Rill.

LANGUAGE AND COMPOSITION

1. **Business Letters**—E.g. Subscriptions to magazines, etc.
2. **Vocabulary Drill:** (a) From Spelling List.
(b) See Text, pages 121 to 130.

3. Paraphrasing.**4. Essay—Seasonal topics—**

- E.g. (a) Spring. (Descriptive).
- (b) Making a Garden. (Explanatory).
- (c) An "Imagination" Topic. (Story).

GRAMMAR

Study of the name and use of—

- (1) Phrase. (2) Conjunction. (3) Interjection.

SPELLING

Note—Lists should be made by each teacher of ordinary words misspelled by pupils in written exercises. It is recommended that the words on these lists be treated as part of the Spelling course for the class.

- (a) Supplementary Words—38—"buckle" to "signature."
- (b) New words from other subjects.

HISTORY AND CIVICS**History****The French Period in Canada—**

- (a) Early Settlements of the French.
- (b) Introduction of Christianity.
- (c) The Conquest of Canada—
- (1) The Seven Years' War. (2) Peace of Paris.

Civics

The course is covered in Part II of McCaig's Studies in Citizenship. Lessons may be taken up by class reading—silently or aloud—and followed by an oral discussion. A lesson every two weeks should cover the course in a satisfactory manner.

AGRICULTURE**March and April—**

Part 4 in Course of Studies—(Pages 113-133 in Text).

- (b) How they are grown. Generous use should be made of pictures (Geography text pp. 24, 35, 115, 145, 173, 281). In Europe, fruit trees like peach, apricot and plum are very often grown against a high wall facing south, all the branches being "trained" out flat and fastened to the wall. Many houses can be seen covered in this way. In the Hawaiian Islands where the pineapple (not strictly a fruit) is grown, the space between rows is covered with paper so as to prevent weeds and save moisture for the plants. In moderately cool climates the grape is grown in heated glass-houses.
- (c) How they are brought to us. Wrapped and packed in boxes. Crated in bunches. In baskets, e.g., grapes. In cans. Dried out and packed in cartons or boxes. In kegs, e.g., cranberries. In the old days of slow travelling people had very little fruit beyond what they could gather or grow, because fruit has to be handled carefully and kept at cool temperature. It took a long time to persuade people to use new kinds of fruit. . . . The first shipload of bananas that reached England went rotten on the docks because no merchant would buy them.
- (d) Food value of fruits—they are very important in building up strong bones and good even teeth. They help to keep the blood in healthy, pure condition. A person who suffers from boils or pimples should eat less meat and more fruit. (See also Physiology text Gr. V.-VIII).
- (e) Dried fruits have all the essentials of fresh fruit except their attractive appearance. They are cheap when fresh fruits are dear, or not obtainable. They can be kept in any temperature. When soaked and stewed or made into pies they are delicious. Name some fruits that can be bought in this form—apples, prunes, apricots, peaches. No need to be without fruit in your diet so long as you can get dried fruit.

(How would it be to get first-hand information on foreign fruits from the children who see them growing. Have your pupils compile a few booklets, chiefly farm journal pictures, to illustrate the chief activities of Alberta, and send these to the Junior Red Cross Headquarters with a request to exchange them for similar booklets from West Indies, Hawaii, California and anywhere else that produces our fruit supplies. That is a part of the Junior Red Cross Service).

HYGIENE

GRADE III. Cleansing Agents—

"If all the old scribbles that have ever been in this school were lying on the floor, there would not be much room for us to work, would there? Where have they all gone? . . ."

Suppose all the animals that have ever lived and died on the earth were lying about on the ground, what a horrible world this would be. There must be millions on millions of creatures—buffalo, coyotes, cattle and horses, birds, etc.—that have died on these prairies, and yet all around is sweet and pure. Nature has cleared away the dead, because nature cares only for the living. How does nature clear away dead creatures?

1. By flies, carrion birds and animals like the coyote and wolf.
2. By decay, which carries off dead stuff into the air, as water vapor and gas.
3. By the growing grass, which gradually covers the bones with sod.

Suppose that all the foul air that we breathe out, and all the smoke from our chimneys stayed close about us! We should very soon be unable to breathe any more, and so die of suffocation. How does nature prevent that? By the winds which blow the foul air away over the seas, and bring us a constant supply of clean, pure air.

The rain helps too, by washing the soot out of the air, by washing away rubbish and dirt from the hillsides, fields and roads; by washing dust off the buildings, the trees and the grass. Much of the earth's surface dust and rubbish is carried off by the rain into the streams, then into the rivers and on to the sea.

What about the old trees, the old leaves and the dead grass? The air carries off part of them, too, in vapor and gas, and what is left of them turns into the good black soil that you find in the bluffs.

VOCABULARY EXERCISE

GRADE IV.—

Find out the meanings of these words and put them into columns as Name Words, Words That Tell, and Words That Describe.

invent	accurate	approach
groove	absurd	generous
gaudy	adorn	opaque
insert	brilliant	timid
repair	prevent	improve
trustee	despatch	windbreak
punctual	persist	livid
fragrant	shark	roseate
carton	promote	sphere
crevice	girder	conceal
ascend	mucilage	dome
culvert	sturdy	monoplane

Written Sentence Exercise—

Place these "joining words" in the following sentences to make them sound sensible: who, which, but, that, for, unless, if, when.

We shall have skating soon the weather stays cold.

I respect a man pays his debts.

She heard me call took no notice.

We put away our books the bell rings.

The boys told me my pony was loose.

Nobody wants a clock is always out of order.

He must come to school every day he is sick.

You cannot get out the door is locked.

LITERATURE

GRADE IV. The Coming of Angus Ogg. A Study in Story Presentation—

Sometimes when you are telling a snappy joke you realize that there are little explanations to be made in order that your hearers may "get the point" and enjoy the story. You can make your explanations at the outset, and work up to the cream of the joke, ending at the point where your hearers break into mirthful applause. Or, you can tell the joke and then add, "Oh, I ought to have explained that . . ."; then your hearers will comprehend one by one and say: "I see it now. Ha ha! that's rather good." The first method is, of course, incomparably the better. Let us see if it has a place in the presentation of "The Coming of Angus Ogg."

The first essential to appreciation of this selection is some familiarity with the romantic person and story of Bonnie Prince Charlie, so that the identity of the stranger may dawn on the pupil, instead of being laboriously explained to him during or after the reading.

In the second place the eminence of Angus Ogg in Highland legend, and his hold over the imagination of young Kenneth, deserves a little stress, in order that the pupil may see how great a compliment Kenneth pays to the stranger in declaring that he must be Angus. Once these explanatory points are cleared away, the pupil has the necessary understanding for a keen relish of this little description of an exiled prince among his devoted peasantry.

The following procedure is therefore suggested:

A. Introductory. Short story by teacher covering the story of James II, his son and grandson. Nearly 350 years ago, King James II ruled over England and Scotland. He was foolish and self-willed, and ruled so badly that the English drove him out and brought in a Dutchman to be king instead. Now James was a Scotsman by descent, and many Scotch people were very angry with the English and the Dutch king they had foisted upon the Scotch. James encouraged them to rebel against the new king William, and they did so but were beaten, and so he and his family had to make their home in France. When James died, his son took up the claim that he was the rightful king of England, and got the Scotch and some English friends to try to put him on the throne by rising in rebellion. But this James Edward was no better man than his father had been, and he failed because he moped and hesitated instead of leading his supporters bravely. But James Edward had a son Charles Edward, a handsome, brave and merry-hearted young fellow whom everyone loved at first sight. His Scotch friends in Paris called him Bonnie Prince Charlie, and many people in the Scottish Highlands loved him just for what they heard about him. Charlie, too, made up his mind to win back the kingdom his grandfather had lost, but instead of letting his people fight and die while he skulked in safety over in France, he determined, like the brave fellow he was, to go to Scotland himself and lead his friends to London against the king who sat on his own throne. And so this gallant lad sailed in a tiny ship with a half dozen men to help him conquer a kingdom. He landed in the North of Scotland. (Review briefly,

stressing the character and the adventurous purpose of Bonnie Prince Charlie, but don't even mention the selection).

- B. Main Lesson.** Next day take up the selection. First tell briefly all that need be known about Angus Ogg—that he was a great Scottish chieftain of the far-away times of King Arthur; that the Scotch mountain folk looked upon him as a God, and they expected him to come back to earth one day and bring their land back to prosperity and happiness.

Then read the selection to the class, holding close attention by questions here and there. Gather up the instances of the stranger's kindness, skill, and generosity as you go, and tell the pupils to put up hands as soon as they know who he really is. (If they are allowed to follow your reading in their text, the picture will give the whole game away).

It is by some such method that we must try to give the pupils the same sensations of curiosity, successful identification and pleasing verification as the story gives to ourselves. It is practically a waste of time to chop the story into reading assignments and patch it up after the interest has lapsed.

GRADE V.—

Two Dictation Exercises—

1. The conduct of the students was the cause of great alarm.
2. Eighteen officers returned to port last February.
3. The fairy said she would punish the wicked stranger.
4. England is proud of the victories of her fleet.
5. No prayer can restore the delights and blessings of youth.
6. The slave is willing to defend his royal master.
7. This broad province does not lack forests.
8. Do not strain your sight to improve your business.
1. I made no answer whatever to his foolish boast.
2. The cook set the bottles in the boxes under the fence.
3. From midnight to one o'clock the blaze was at its worst.
4. Everything that he has said will be performed without mercy.
5. The weight of the load made me feel faint.
6. I hailed him with a shout, and hurried to meet him.
7. Light the candle and fetch the broken globe without delay.
8. With seventy men he set forth to recover the crown.
9. Can the grave cover so rare and tender a creature?

There are 33 words of the first term's list in each exercise. Count "three off" for each error, deducting from 100.

NATURE STUDY

GRADE V.—

Soil—

Introductory. Do we realize how necessary soil is to human life and animal life on the earth? Have the class try to follow to its conclusion the idea of no soil on the earth. It would almost certainly mean no human or animal life, and only such plant life as the lichens, mosses and one or two varieties of evergreen which seem to root themselves in the bare mountain rocks. Indeed, animal life can only be supposed to have developed on earth after plenty of soil had been made.

(As an instance of how dependent people are upon soil, it is interesting to know that the residents of Jasper have soil shipped in by the carload for their flower gardens. When they want to dig a basement, they have to blast it out of the solid rock).

How is soil made? By the disintegration of rocks through—

1. Expansion and contraction by heat and frost.
2. Water freezing in cracks and crevices, and breaking off pieces.
3. Lichens eating into rock surface—the same green growth that you see on a very old shingle roof.
4. Mosses and plants getting a root-hold in the rocks. As one growth after another dies, a soil layer is formed.
5. Some rocks, e.g., limestone, being dissolved by rain water as it comes down from the surface. (This is how caves are formed).
6. The glacier, undoubtedly the greatest soil-making force in our own country. (Give it a separate lesson).

Once the break-up of the rocks has begun, the process is carried on by the sand-laden winds; by the mountain streams rubbing the stones incessantly against each other and against

the stream-bed; and by the sea waves dashing boulders against the cliff-face.

Glacial Action—

Nobody has seen the great ice-cap crawling over our western prairies; there is no old historical chronicle that tells us about it—at least none that the hand of man has written. Only the crawling ice has left its story written in the underground and on the surface of the earth we tread. Let us see if we can read it.

1. Many feet under the soil of Alberta lie buried billions of tons of coal, made by the burial of tremendous living forests under a mighty pressure of earth.
2. On a high hill one may find great quantities of smooth round gravel. The only natural agency that makes smooth gravel is a swift stream rubbing stones together. No swift stream ever ran up over the top of the hill. How did the gravel get there?
3. In the middle of a ploughed field one may turn up a single huge rock. That rock was at one time part of a bigger rock—you can see where it broke off! How has it come there in the middle of that field of black loam with clay subsoil? It is as much a mystery as a poplar pole in the middle of the Sahara. Something must have brought it there.
4. Along the Battle River one may see a great gorge with steep sides 350 feet high. The stream that flows from it into the Battle is three feet across, and three inches or so deep; its winter flow is never considerable. Walk up the gorge a mile or so, and you find its sides levelled out with the surrounding country, and the stream gone. What theory can you form to account for that gorge? Only this: that there was once a powerful stream cutting its bed through that gorge; that at some time its valley was filled up with a great earth, leaving only—by a freakish accident—the last mile of the gorge to tell what had been.
5. Along the high banks of the Red Deer River, scientists have been busy digging out the bones of ancient animals buried many feet below the general surface of the land. How did their bones get there? Most certainly just as the coal got there in the very same district.

We try to account for these curious facts—buried forests and animals, gravel on hill-tops, lonely rocks far from their parent mountain, valleys filled in—and we know of only one force in nature that can move earth and rock on so vast a scale; and that is a moving field of ice. What we have to imagine in order to understand the topography of our western country is a vast ice-mountain more than covering the site of the Hudson Bay, and gradually spreading out under its own weight like a blob of molasses on a plate. As it spreads it razes the mountains, pushing before it and dragging along under it enormous quantities of rock, boulders, gravel, sand and clay. As it spreads, its force is spent; it throws up here a gravel mound, there a hill of loose rocks and earth. In a few thousand years it has melted and formed a great inland sea—the sea of Agassiz—which in the course of a few more ages dries up. Where the old ice-mountain was first formed its long steady erosion scooped out the basin of the Hudson Bay.

PHYSIOLOGY SET—GRADES V.-VIII.

(Continued from last month)

26. The Ear.—In what animals is the outer ear evidently of real use? What animals have no earlobes, and why? Is man adapted, or not, for great keenness of hearing? What is the tympanum, and how does it respond to a sound? What is the work of the "chain of bones" within the tympanum? What does the cochlea contain? Why must there be a passage from the throat to the inner ear, and what is this passage called? What danger arises from this connection of the throat with the inner ear?

27. Care of Ears. (Outline). Dangers from within.—(1) Interference or blocking of Eustachian tubes through enlarged adenoids, etc. (2) Catarrh germs passing up the tubes. (Head colds should be regarded very seriously lest they become chronic and fixed in the inner ear, as often happens). (3) Disease germs of other kinds passing up the tubes—measles, scarlet fever, and diphtheria. Even in mild cases of measles the patient should be "coddled" for some days after recovery so that the system may kill any lurking germs which otherwise may be the seed of many years' misery, from earache, offensive discharge, mastoid disease and deafness. Ear diseases may be fatal.

Dangers from without.—(1) Cutting drafts. (2) Irritating the canal by poking with fingers, matchsticks, etc. (3) Foreign bodies like peas, grains, etc., in the canal—what to do. (4) Hard accumulation of wax—requires expert, not amateur treatment for removal.

28. The Eye. (C. of S. says: "No detail as to structure"). Draw a diagram to show the pupil and retina of the eye. Look steadily at something on the front wall, and see if you are conscious of things away to right and left. What does this tell you about the retina? What do you notice about the pupils of a cat? How do your own behave in bright and dim light? In the text book diagram of the eye, how many different muscles do you find? Remember that the **corresponding** muscles of the two eyes naturally act together and with equal force. What does this suggest about the habit of reading with your head to one side, or writing with your book out of line with your eyes, or with your head lying on your left hand? Watch your classmate stare at a pencil point as he brings it close to his nose; what does that suggest about letting your head droop when you read or write? From your text, find out the common signs of eye-weakness or eyestrain. What would you do in the case of a splash of acid or boiling water or other burning substance on the eye? Explain how the eye is naturally lubricated and cleansed. Try for a moment to imagine your eyes without this provision.

29. Think of three ways in which the sense of smell may save us from harm. (Answer, poisoned air, bad food, fire, etc.). What other services does the smell sense render? (Helps us to identify substances and gives us enjoyment). Write three or four good sentences about the sense of taste, along the same lines as the above. If you were blindfold, how many kinds of information could you gather with the senses in your fingertips? What habits or illnesses impair the senses of smell, taste and touch?

"THE LATE HABIT"

(From the Ontario Women Teachers' Bulletin, Correspondence Page).

"For the first work of the day I choose a short lesson, always in the same subject, for which I give marks. These marks I am careful to record at the close of the lesson, and I make a comment on the progress shown. At the end of each week I read aloud the marks taken in that period by each pupil. Should any pupil be late for one of these lessons, he is reminded of his tardiness by this report of his standing.

"Following the noon recess the pupils find awaiting them on the blackboard a short mechanical arithmetic test—usually four questions. The time allowed is fifteen minutes. At the end of that time their books are exchanged or collected and marked and the percentage noted.

"To arouse interest and improve the work we have the class divided or we have a contest between grades, in which case competition is keen. The disadvantage of coming late to this class is quite obvious as the time given is none too ample."

GRADE VI.—

Marmion and Douglas—

To feel the spirit of this stirring incident it is necessary to picture the scene with some care. Like most castles of the old feudal nobility, Douglas's stronghold was built round the four sides of a square. Within was the courtyard where the Douglas would gather his men for war, or receive and dismiss his guests. The only entrance to the courtyard from the outer world was over a drawbridge which crossed the moat, and then through an arched passage leading through the castle-front. The moat, of course, was a deep wide water-channel completely circling the stronghold; the drawbridge was so called because it could be pulled up on end—or sometimes swung round horizontally—thus leaving an enemy no possible way of entry except by swimming, which the average warrior in steel armor was loath to try. Within the arched passage was a very heavy iron gate, which could be raised or lowered in a huge slot of the masonry by means of chain, pulley and windlass. This gate was called the portcullis.

This selection is from Scott's long poem "Marmion." The central character, Lord Marmion, though a brave and resolute warrior, is a man of selfish and treacherous lusts. On this occasion he has been sent with a message to the Scottish king from the English king, and on the way northward has got into his power an unfortunate and defenceless lady. On arrival in Scotland Marmion is assigned to the hospitality of Douglas until such time as an answer can be prepared for

the English king. During this time Douglas discovers or is told of his ignoble behavior, and begins to treat him with marked coldness. He cannot treat him with disrespect because of the king's orders to entertain Marmion nobly, and also because Scottish tradition absolutely forbids insult or violence to a man who is a guest in your house. So proud Douglas, though enraged with what he knew about Marmion, behaved towards him with cold politeness until the instant of his departure. Marmion's men had already filed out of the courtyard through the passage, and under the raised portcullis, when Marmion turned to say goodbye to his host. . . . Perhaps he thought it would be good business to leave the powerful Scottish noble on good terms in case he might ever need his help. So, leaning from his saddle, he offers his hand to Douglas.

Notice throughout the intensity of hatred which flames up between these two men—the vigorous mounted warrior, foul at heart; and the old worn-out chief, clean and strong of heart.

1. Douglas refuses to clasp a hand soiled with ill-deeds.

2. Marmion: "If you weren't so old I would split your head. If you say I am not as good as any man in Scotland, you are a liar!"

3. Douglas: "Do you think you can get away with that? Down with the portcullis! Up with the drawbridge!"

Stress the reaction of Marmion to his peril. Darts through the archway as the portcullis comes crashing down. Spurs his horse over the drawbridge as it leaves the bank. How much he hated to turn and run like that is shown by his act when he regains his band.

GRADE VI.—

A PARAGRAPH PUZZLE

Arrange the following fragments of prose in order to make up a good story. Look first for a good topic sentence and then for a sentence that seems to make a good conclusion. Then place the rest in order.

1. "Indeed," replied the sharp-witted fellow, "that is very nice of him; . . ."

2. Tired of delivering gifts without the slightest recompense, the servant threw the basket down roughly on the table. . . .

3. Cardinal Dubois had the reputation of being a very close-fisted miser.

4. . . . saying, "Here are some flowers from my master."

5. Respectfully approaching the servant, and offering him the basket with a bow, the cardinal said:— . . .

6. One day a servant was sent to him with a present of a fine basket of flowers.

7. "What," said the Cardinal, "is that how you carry out your duties? Here, sit down; we will change places, and I will show you how to deliver presents from your master."

8. . . . "and here, my fine boy, take these two dollars for yourself."

9. "Sir, here is a basket of flowers which my master begs you kindly to accept."

10. . . . and from that time forward was much more generous.

11. Dubois could not help smiling at the lad's cleverness. . . .

(Key:—3, 6, 2, 4, 7, 5, 9, 1, 8, 11, 10.)

GRADE VII.—

STORY FOR COMPOSITION

In an old English mansion there was a bedroom which was never used because it was said to be haunted by a ghost. On the occasion of a great wedding party, the house was so full that it was difficult to find sleeping accommodation for all the guests. Two young ladies volunteered to sleep in the haunted bedroom, for they did not believe in ghosts, and thought it would be good fun to show their courage.

They went to bed in the disused room, and went to sleep without any qualms. In the still hours of early morning they were roused by the rattling of the door handle. To their great horror, in strode a tall white figure which moved towards the bed, snatched off all the covers, and strode out again. Shivering with terror and cold the girls clung to each other till daylight, and were glad to dress and go down to breakfast.

The hostess noticed their wan, frightened appearance, and soon had the story out of them. Just as they finished relating the incident, in walked Uncle Peter.

"My goodness!" he said, rubbing his hands together, "it was a cold night. I woke up quite chilly about two o'clock,

Now !

Your School may

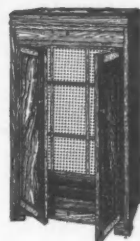
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"I saw your name in the A.T.A."

and couldn't get to sleep again. Then I remembered the bed in the spooky room. I knew it was never used, so I took the blankets off it and put them over me. After that I was quite comfortable."

The poor young ladies said nothing, but they never quite forgave Uncle Peter the scare he had given them.

GRADE VII. —

GEOGRAPHY EUROPE

A Home-made Objective Test Based on the Text.

- Map knowledge—
Fill the gaps in the following with the name of the country to which the statement refers:
The smallest inland state of Europe is.....
..... separates the North Sea from the Baltic.
The country lying around the mouth of the Rhine is.....
The Adriatic Sea lies between..... and Jugoslavia.
South of the Pyrenees lies.....
The largest country of Europe is.....
The North Sea is enclosed on the West by.....
..... lies west and north of the Aegean Sea.
The country lying between France and Poland is.....
The small state in the south-west corner of Europe is.....
- Name the mountain system which—
(a) Separates France from Spain.
(b) Runs from North to South of Italy.
(c) Forms the natural boundary of South-east Russia.
(d) Divides Norway from Sweden.
(e) Divides Poland from Czechoslovakia.
- Underline the correct answer—
The Vistula flows into the White Sea, Baltic, Mediterranean, Arctic Ocean.
The Danube flows into the Bay of Biscay, Adriatic, Black Sea, Atlantic.
The Volga flows into the English Channel, North Sea, Irish Sea, Caspian Sea.
The Seine flows into the Aegean Sea, White Sea, Gulf of Finland, English Channel.
The Rhine flows into the Arctic, Caspian Sea, Adriatic Sea, Baltic Sea.
- Mark with a capital R on the left side those of the following statements which you think are true—
(a) The winter climate of Russia is milder than that of Norway.
(b) Italian farmers have to irrigate the land owing to the summer droughts.
(c) The rain supply of Europe is mostly brought from the Atlantic by the Westerly winds.
(d) Germany naturally gets a heavier rainfall than the British Isles.
(e) Italy is warm and mild partly because the Alps shelter it from north winds.
(f) The harbors of the Baltic Sea are open all the year.
(g) Sweden lies in the Horse Latitudes in summer; that is why it has less rainfall than Norway.
(h) The warm Gulf Stream helps to keep the Atlantic seaports of Europe open in winter.
(i) The climate of Greece should be very similar to that of Alberta.
(j) The mountainous parts of Europe receive the heaviest rainfall.
- Below are three columns containing (1) the names of cities, (2) locations, and (3) facts about them. You are required to match each city with its location and the statement that refers to it.

Example

Hamburg .. On the Elbe River .. Greatest German Port.

Cities	Location	Facts
Oporto	Southwest of Spain, inland	Lace and Carpet Industry
Amsterdam	On the Vistula	Capital of Poland
Brussels	In Switzerland	Silk manufacturing centre
Geneva	In France on the Rhone	Diamond-cutting industry
Archangel	South end of the Zuyder Zee	Artistic manufacturers
Warsaw	In southern Germany	Exports wines
Lyon	Halfway up the Danube	Ancient capital of the Moors
Munich	Interior of Belgium	Capital of Hungary, milling centre
Budapest	Coast of Portugal	Summer port for timber and furs
Granada	Shore of White Sea	Headquarters of League of Nations

SCORING—In questions 1 to 3 give 1 point for each correct response. (Possible 20). In question 4, b, c, e, h, j, should be marked R. If the rest are unmarked they of course count as correct. Deduct the wrongs from the rights. (Possible 10). In question 5 give one point to each location or fact which is correctly matched with the city. (Possible 20.)

GRADE VIII. —

AN ARITHMETIC REVIEW PAPER

- A farmer gets an average yield of 30 bushels from a 90-acre field. To what height will the grain fill a bin 24 ft. long and 20 feet wide? (Use $6\frac{1}{4}$ gal. equals one cu. ft.)
- A Ford dealer purchased for cash from the Ford Canadian Company a car listed at \$760. The company allowed him discounts of 20% and 5% for cash. He in turn allowed his salesmen $2\frac{1}{2}\%$ for selling the car at the listed price.
(a) What did the car cost the dealer?
(b) What was the amount of the salesman's commission?
(c) What net profit did the dealer make on the car?
- In smelting iron ore it was found that a ton of the ore yielded 786.4 lbs. of metal. What per cent of the ore was iron?
- Find the number of square feet of sheet metal required to make a cylindrical cistern of diameter $10\frac{1}{2}$ ft. and length 20 ft. (including both ends).
- The Bonny Hill S. D. has an assessed valuation of \$180,000 and requires \$1400 to pay teacher's salary and other expenses for a year. What even (that is, not fractional) mill rate will be necessary to raise the required amount? And what school taxes shall I then have to pay on a farm assessed at \$8500?
- A farmer sells two prize cows for \$429 each. On one of them he loses $8\frac{3}{4}\%$ of what it cost him, on the other he gains $8\frac{3}{4}\%$ of what it cost him. What was his net gain or loss on the two animals?
- A farmer insures his buildings worth \$7200 for $\frac{1}{2}\%$ of their value, and his furniture worth \$1500 for $\frac{1}{4}\%$ of its value.
(a) Find the total premium when the insurance rate is $1\frac{1}{2}\%$.
(b) What would be his net loss if the whole property were destroyed by fire, after one premium had been paid?
- Find the cost of a 6-inch plank flooring for a bridge 300 yards long and 24 feet wide at 45 per M.

Answers and Values

1. 7 ft. 2% in.....	10	5. 8 mills.....	10
2. \$577.60	5	6. \$68	5
19.00	5	7. Loss \$6.00.....	10
163.40	5	8. \$ 108	8
3. 39.32%	5	9. \$1608	7
4. 833 $\frac{1}{4}$ sq. ft.....	5	10. \$5832	5

CIVICS

Watch the Legislative Session

- The Speech from the Throne. What events of the past year did it refer to? What indications did it give as to new legislation this year. Who moved and seconded it for the Government? What references did these speakers make to provincial or local affairs? Did the opposition take much part in the debate, or did they let it fall through as happened last year?
- Legislation providing for the management of our Natural Resources.
- Changes in the administration of schools.
- Report of the Committee which is considering the redistribution of the constituencies of the Provinces. What action is taken?
- A bill to incorporate a new northern railway called the Beaverlodge-Narawa Railway; the promoters intend to build this line to connect the Peace River country with Vancouver by way of the Pacific Great Eastern line.

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